Comprehensive School Safety Plan

2021-2022
School Year

School:	Santa Rosa Charter School for the Arts
CDS Code:	49 70912 0113530
District:	SR Charter School for the Arts
Address:	756 Humboldt St. Santa Rosa, CA 95404
Date of Adoption:	2022-2023
Date of Update:	September 21, 2022
Date of Review:	
- with Staff	September 21, 2022
- with Law Enforcement	August 16, 2022
- with Fire Authority	August 17, 2022

Approved by:

Name	Title	Signature	Date
Sarah Cranke	Principal		September 7, 2022
Abby Mooney	PAB representative		April 28, 2022
Dan Marincik (signed on separate page)	Captain, Santa Rosa City Police		August 16, 2022
Paul Lowenthal (signed on separate page)	Division Chief Fire Marshal, Santa Rosa Fire Department		August 17, 2022

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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 756 Humboldt St Santa Rosa, CA 95404.

Safety Plan Vision

Our Vision

SRCSA is a collaborative school community changing education by providing an academically rigorous program, using an arts-integrated approach. All members cultivate creativity and empathy, while embracing challenges to engage and develop the whole child in a safe environment.

Our Mission

The mission of the Santa Rosa Charter School for the Arts is to provide K-8 students from the Santa Rosa community and beyond with an innovative, high quality education that focuses on the arts through a challenging, integrated, standards-based academic program. The ultimate goal of our school is to give students a lifetime appreciation of learning through the lens of the visual and performing arts and to assist in the development of committed, confident individuals who are willing to make positive contributions to the community at large.

Components of the Comprehensive School Safety Plan (EC 32281)

Santa Rosa Charter School for the Arts Safety Committee
The Santa Rosa Charter School for the Arts 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
Section I
Status of School Crime

For the 2019-20 school year there were no reported crimes at school or school-related events.

Section II
Procedure for Compliance with School Safety Laws

BOARD POLICIES AND ADMINISTRATIVE REGULATIONS AFFECTING THE SAFETY AND SECURITY OF STUDENTS AND STAFF

All staff and volunteers are required to certify that they have read and are familiar with the following policies that affect the safety and well-being of students and staff:

1. Affirmative Action Policy #4010.1 (Personnel)
2. Child Abuse Reporting Requirements
3. Compliance – Nondiscrimination
4. Drug and Alcohol Testing Policy #4010.7 (Personnel)
5. Exposure Control Plan for Blood-born Pathogens, Policy and Administrative Regulation #4010.4 (Personnel)
6. Gender Equity (Student Rights-Sex Discrimination) Policy #5131.1
7. Maintaining a Drug-Free Work Place Policy and Administrative Regulation #4119.5./4219.5
8. Nondiscrimination in Employment Policy and Administration Regulation #4010.2 (Personnel)
9. Personal Liability for Sexual Harassment memo (Legal Update)
10. Sexual Harassment Policy and Administrative Regulation #4010.3 (Personnel)
11. Tobacco-Free School/(Non-) Smoking Policy #'s: 4010.6, 5114.12, 3513
12. Uniform Complaint Procedures Policy and Administrative Regulation #1181.2.1
13. Universal Precautions Policy and Administrative Regulation #4010.5
14. Violence in the Workplace memo
15. Notification to Teachers of Dangerous Students

Additionally: All staff and persons in paid positions who work with students are required to submit to a Tuberculosis Test and Fingerprinting.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
See Standardized Emergency Response Management System (Emergency Action Plan)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
Child abuse has severe consequences and Santa Rosa Charter School for the Arts has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

Employees, who have mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Staff members are required to report all suspected child abuse situations. Failure to make a telephone report within 24 hours is a misdemeanor. A written report must follow within three days unless you are advised otherwise. In either case, calls made to either Child Protective Services (CPS) or the police must be documented. Although staff members are responsible for making the report, they may consult with the principal or ask for assistance but are not required to do so.

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

Child Abuse Reporting Forms and phone numbers for the police and Child Protective Services are the following: CPS 565-43045 and Police 528-5222. They are also available in the staff room and the office.

Child abuse or neglect includes the following: (Penal Code 11165.6, 11165.6)
1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined by Penal Code 11165.2
4. Willful harming and injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.
Child Abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807).
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance of dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001)

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

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

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

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

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

Responsibility for Reporting

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

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

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

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

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

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

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

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

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
b. The child's name and address, present location, and, where applicable, school, grade, and class.
c. The names, addresses, and telephone numbers of the child's parents/guardians.
d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information. The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

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

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

Parent/Guardian Complaints
Upon request, the Superintendent or designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians

whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided. To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures.* If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described for mandated reporters. In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

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

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

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

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

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

Disaster Plan (See Appendix C-F)

Any school employee, as a disaster services worker, may be asked to assist an Emergency Team when-ever necessary. See addendum "What the Law Requires of Schools" – government codes and acts requiring public employees to act as disaster service workers.

Purpose

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

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

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

A disaster necessitating the implementation of this "Emergency Response Plan" is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

OBJECTIVES

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.

PUPIL PROTECTION POLICY

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

1. The safety and security of 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.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Student discipline and a positive school climate are important contributors to a safe and a secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
5. AB 2855 states "Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures". A plan for each student will be developed to ensure their safety.

EMERGENCY SIGNALS AND PROCEDURES

FIRE OR FIRE DRILL: fire alarm will activate

NATURAL DISASTER: PA announcement and appropriate PA emergency sequence will be activated

DROP PROCEDURE: Earthquake PA system will be initiated

If inside the school building, the students should:

1. Drop to knees, knees together, back to window.
2. Use available desks and tables for protection.
3. Grab a leg of the desk or table.
4. Fold arms on the floor or close eyes tightly.
5. Remain in a protective position until directed otherwise.

If outside the building students should:
1. Crouch or lie down as quickly as possible. Avoid building or other structures in the event of an earthquake.
2. Stay in the selected position until the order is given by the staff member in charge.

CRISIS PROCEDURE

A crisis may occur during school hours, which necessitates keeping students in classrooms. Incidents such as a serious student/staff injury, suicide, hostage situation, or presence of a dangerous or potentially dangerous individual(s) on campus are examples of crisis situations.

LOCKDOWN

1. The principal, or designee, will initiate the lockdown PA sequence: "This is a lockdown. Stay in your classroom until further notice, lock all doors and windows, draw the blinds, and take attendance."
2. No students are to be released from class. All staff remains in a secure building until further notice. The bell schedule should be ignored.
3. Every effort will be made to notify the staff as to the crisis and follow-up steps.
4. Once the crisis has passed the principal will make a PA announcement with instructions.
5. If students are outside, every effort will be made to get them into the nearest building.
6. Teachers are directed to report the names of any student(s) missing from class to the Principal or designee.
7. Teachers on prep, return to their class.

POST CRISIS DIRECTIONS

1. At the soonest possible time, staff will be apprised of the crisis situation. This may be through email, texting, PA announcement or through a visit by the principal or designee to each classroom. Every precaution will be taken to reduce the incidence of panic or distress among students and staff.
2. A plan for communicating with students will be formulated, along with communication with parents.
3. Determination will be made if certain students are directly affected by the crisis.
4. As needed, and available, students who are distressed will be allowed to call home. Telephones are available in each classroom as well as in the office.
5. If a crisis involving a student or staff member occurs outside of school, each staff member will be contacted using the phone tree with information and plans for a meeting prior to the start of the next school day.

Utility Shut-Off Locations:

- Water: Main Valve located in the front of the school, outside the main office, in the ground covered with a metal plate.
- Natural Gas: Main Valve access located outside Bldg. F on the south side of the Bldg. It can be accessed by a #27 key and/or PG&E. The shut-off wrench is in the custodial office.
- Electricity Panels: Main shut off is outside of Bldg F, room 101 on the West facing the wall.

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Santa Rosa Charter School for the Arts works towards developing appropriate strategies and programs to provide or maintain a high level of school safety and addresses procedures for complying with existing school safety laws. Crime and related activities are reported to law enforcement. The school has an excellent school climate with an average suspension rate in the district.

SUSPENSION DATA

YEAR	NUMBER OF SUSPENSIONS	TOTAL NUMBER OF DAYS OF SUSPENSION
2021-2022	4	4
2020-2021	0	0
2019-2020		
2018-19	0	0
2017-18	3	6
2016-17	9	
2015-16		
2014-15		

ATTENDANCE RATE

YEAR	Enrollment	ADA PERCENTAGE
2020-2021		
2019-2020		
2018-19	403	94.73%
2017-18	413	94.75%

(BP 5144.1 – See policies on the SRCS website)
A student may be suspended for any of the acts listed in Education Code if the act is related to school activity or school attendance occurring within a school under the jurisdiction of the Superintendent or the principal or occurring within any other school district(s).

A student may be suspended or expelled for acts that are related to school activity or attendance that occur at any time including but not limited to the following circumstances:
(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the school campus.
(4) During or going to or coming from a school-sponsored school-related activity.

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

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

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

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

(4) Unlawfully offered or arranged or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; and then either sold,

delivered, or otherwise furnished to any person another liquid substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Education Code 48900(d))

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

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

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

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

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

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

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

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

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

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

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

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

(17) Engaged in, or attempted to engage in hazing as defined in subdivision (b) of Section 245.6 of the Penal Code (Education Code48900 (q))

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

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

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

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

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

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

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students, directed toward one or more
students that has or can be reasonably predicted to have the effect of one or more of the following:
a. Placing a student or students in fear of harm to that student's or those students' person or property.
b. Causing a student to experience a substantially detrimental effect on his or her physical or mental health.
c. Causing a student to experience substantial interference with his or her academic performance.
d. Causing a student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

2. "Electronic Act" means the transmission using an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication including but not limited to any of the following:
a. a message, text, sound, or image.
b. a post on a social network Internet Web site including, but not limited to:

I. Posting to or creating a burn page. "Burn page" means an Internet Web site created to have one or more of the effects listed in paragraph 1 above.

II. Creating a credible impersonation of another actual student to have one or more of the effects listed in paragraph 1 above. "Credible impersonation" means to knowingly and without consent impersonates a student for bullying that student and such that another student would reasonably believe or has reasonably believed, that the student was or is the student who was impersonated.

III. Creating a false profile to have one or more of the effects listed in paragraph 1 above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created a false profile.

A pupil who severely or pervasively engages in such electronic acts may be given a consequence of such an act causes a student to fear harm to his or her person or property causes substantial harm to a student's physical or mental health, causes substantial interference with a student's ability to participate in or benefit from school services, activities, or privileges. An electronic act does not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

Restorative Justice Program: This program provides an opportunity for students doing wrong to make it right. We have implemented a Restorative process for our students to help them understand how their actions impact the lives of others. We are moving away from a punitive to a restorative process for discipline. This is support by our Restorative Justice staff.

Additional Grounds for Suspension or Expulsion

- Ed Code 48900.2

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

- Ed Code 48900.3

Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.

- Ed Code 48900.4

Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school district personnel or students by creating an intimidating or hostile educational environment. This section shall not apply to students enrolled in kindergarten and grades 1-3, inclusive.

- Ed Code 48900.7

Made terroristic threats against school officials or school property, or both. “Terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face, and under the circumstances in which it is made, is so unequivocal, unconditional, immediate and specific, as to convey to the person threatened, a gravity of purpose, and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety.

Suspension by Teacher (Education Code 48910)
(A.) A teacher may suspend any student from his/her class, for any of the acts enumerated in Education Code 48900 for the day of the suspension and the day following.
(B.) The teacher shall immediately report the suspension to the principal of the school and send the student to the principal or designee for appropriate action.
(C.) As soon as possible, the teacher shall telephone or write to the parent/guardian of the student asking him/her to attend a parent/teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent/guardian so requests.
(D.) The student shall not be returned to the class from which he/she was suspended, during the period of the suspension, without the concurrence of the teacher and the principal.
(E.) A student suspended from a class shall not be placed in another regular class during the period of suspension. However, if the student is assigned to more than one class per day, this paragraph shall apply only to other regular classes scheduled at the same time as the class from which the student was suspended.
(F.) A teacher may also refer a student, for any of the acts enumerated in Education Codes 48900, 48900.2, 48900.3, 48900.4, 48900.7 and 48901.5, to the principal for consideration of a suspension from the school.
(G.) A teacher may require the parent/guardian of a student suspended by the teacher for violating subsection (i) or (k) of Education Code 48900 to attend a portion of a school day in his/her child's or ward's classroom. (Education Code 48900.1)

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

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

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

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

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

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

Expulsion
1. Recommendation for Expulsion (Ed Code 48900, 48915)
A principal or the superintendent shall immediately suspend, and shall recommend the expulsion of a student that he or she determines has committed any of the following acts:

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

2. Mandatory Recommendation Unless Inappropriate (Ed Code 48915 (a)) A principal or the superintendent shall recommend a student's expulsion for any of the following acts unless the principal or superintendent finds that expulsion should not be recommended
under the circumstances or that an alternative means of the correction could address the conduct:

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

*Brandishing a knife at another person. "Knife" means any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 31/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (Ed Code 48915(g).)

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
SRCS BP 0450 – Philosophy, Goals, Objectives and Comprehensive Plans Information regarding a dangerous student in violation of Penal Code Section 243 shall be relayed to school staff in a manner ensuring maximum confidentiality. This shall be communicated individually or at a staff meeting.
As required by law, a record of students who have been suspended is kept on file in the office for teacher perusal. Education Code | EC 49079
Sample Notification:
Santa Rosa Charter School for the Arts
CONFIDENTIAL NOTIFICATION
DATE:
TO:_____, Employee
FROM: _____, Administrator
There is confidential information that you need to know regarding one of our students. Please stop by my office as soon as possible to review with me the student’s file. Sign, date, and return this notification to me today. Thanks.
_____/_____
Employee Signature Date

Any employee may use reasonable and necessary force for his/her defense, defense of another person, or protection of property; to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects within the control of a student. (Education Code 44807, 49001)
Employees shall promptly report to the principal or other immediate supervisors shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

(E) Sexual Harassment Policies (EC 212.6 [b])
Definition: Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature has the purpose or effect of unreasonably interfering with an individual's education or creating an intimidating, hostile, or offensive educational environment.

Examples:
Making unsolicited written, verbal, physical and/or visual contact with sexual overtones such as:
Suggestive or obscene letters, notes, invitations, pictures, or objects.
Leering and other suggestive or lewd looks, expressions, or gestures.
Derogatory comments, slurs, jokes, or epithets.
Assault, touching, impeding or blocking movement.
Continuing to express sexual interest after being informed that the interest is unwelcome.
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, and other school services. 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:
The principal shall review the complaint, whether it is by the student, parent, or referred by a staff member.
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.
The principal shall conduct an investigation and inform the student who is being accused of sexual harassment and that student's parents.

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. 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.

The principal shall keep a written record of all interviews and contacts made in conducting the Investigation. A copy of all written communications, including closing letters, shall be sent to the District Title IX officer.

Responsibilities of staff members:

All staff members who are responsible for students shall ensure that students are in an environment that is physically and emotionally safe. 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.

Teachers will instruct students' on conduct which reflects respect for others and shall reflect the school's written behavior standards. In grades 4-8, teachers will more specifically address sexual harassment as part of the health curriculum, a class meeting, special presentation or other instructional means which are appropriate to the maturity level of the students. They will be informed of the procedure for making a complaint, how it will be followed up, and the possible consequences for those who engage in sexual harassment.

K-3 Suggested Activities:
Student classroom information presented by principal/assembly at the beginning of the year emphasizing the need for respect for one another and that every student has a right to come to school and feel safe.
Students should be made aware of what is considered appropriate physical contact and what is not deemed appropriate in a school setting.
Encourage students that they should let their parents or staff member know if someone does not respect these rights.

4-8 Suggested Activities:
Student classroom information presented by principal/assemblies at the start of the year to address the need to review the BEST Plus rules and safety.
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.
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 news-worthy items related to school safety or harassment in the workplace may be appropriate for older elementary students. Students in grades 6 attend Nightmare on Puberty presentation annually.

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 5145.7

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

The following dress guidelines apply to all students at Santa Rosa Charter School for the Arts. Maintaining appropriate dress is a cooperative responsibility of the home and school. California state law prohibits any form of attire that is obscene or offensive, dangerous to the child's welfare or disruptive to the instructional program of the school.

The following are considered inappropriate for school and will not be allowed:

- Shoes must be affixed/fastened to the feet. No wheels in “heeley” shoes. Shoes must be appropriate for PE and play.
- Undergarments/underwear must be covered.
- Clothing must cover chest, torso and undergarments.
- Articles of clothing which display profanity, hate speech, pornography, images or language that creates a hostile or intimidating environment are not permitted.

The dress and appearance of a student at school is the responsibility of the student and his or her parents. In accordance with California State law, the school may insist that a student remove or change articles of clothing which may be a danger to the students' health or safety or disrupt or interfere with the normal operations of the school or classroom.

Santa Rosa Charter School for the Arts DRESS CODE
[AND PERSONAL PROPERTY GUIDELINES]

At SRCSA our focus is on learning. Just as adults dress appropriately for work, our students are expected to dress appropriately for school at all times. Some clothes that are fine for play, recreation, or special occasions are not appropriate for school. Student clothing and property must not present a health, safety hazard, or a distraction that would interfere with the educational process. In order to keep our students safe, our community has developed the following dress code.

1. Shoes must be affixed/fastened to the feet. No wheels in "heeley" shoes. Shoes must be appropriate for PE and play.

2. Undergarments/underwear must be covered.

3. Clothing must cover chest, torso and undergarments.

4. Articles of clothing which display profanity, hate speech, pornography, images or language that creates a hostile or intimidating environment are not permitted.

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

Personal Property

The following items are not allowed at school

1. Drug, drug paraphernalia, alcohol, violence, obscene, suggestive, vulgar, sexual pictures, images or words displayed on accessories, clothing, binders, or backpacks.
2. Lighters or matches
3. Permanent markers, white out or nail polish. (white out may be used when provided by teacher and supervised by the teacher)
4. Knives of any kind.
5. Weapons including look-a-likes or imitation ones.
6. Laser pens or lights.
7. No gum.
8. Toys may only be brought to school with prior permission from the teacher.
9. Electronic devices must remain in back packs and turned off while at school or participating in school activities. (see below)

Cell Phones and Other Electronic Devices
Cell phones shall be powered down at 8 am and may not be activated, or powered on, at any time during the instructional day. Students shall not use a cell phone without the express consent of a staff member while on school grounds. In addition, electronic devices are not allowed to be used while participating in a school-sponsored extra-curricular activity on or off school property (field trips included). All electronic devices should be kept in a backpack, lunch bag or other personal carrier. The school will not be responsible for cell phones that are damaged, stolen, etc. If a student chooses to not abide by the above conditions, their phone will be confiscated and returned only to a parent or guardian. Under no circumstances should a cell phone/recording device be used to take images/video/recordings in any school related facility or school-sponsored event without the express consent of staff and person(s) due to privacy issues related to the Family Educational Rights and Privacy Act (FERPA).

*Santa Rosa City Schools' Administrative Regulation 5114.16 states "For purposes of this policy, a gang is defined as two or more people who form an allegiance for a common purpose and engage, individually or collectively, in acts which may be threatening or criminal, and which may include such behaviors as intimidation, threats, and violence."

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Santa Rosa Charter School for the Arts is located on Humboldt Street which is very congested at the beginning and end of the school day. Other streets surrounding the school are also busy at these times and pedestrians and bicyclists must take the utmost caution at each intersection. Students and parents need to be extremely careful dropping off and picking up their children on Humboldt and Orchard Streets. Children should cross the street at crosswalks only and should not run when exiting vehicles. Students should only be dropped off on the school side of the street. Students should not be dropped off across the street- requiring them to cross the street where there is no crosswalk on Orchard Street.

A crossing guard is assigned to the corner of Humboldt at College Ave. to assist pedestrians crossing College Ave. and Humboldt. When the crossing guard(s) are on duty the student must wait to cross the street with the crossing guard. Otherwise, pedestrians should push the WALK button (if available) and wait for the signal to flash. Do not assume it is safe when the signal flashes and always look both ways before crossing.

Campus Visitors
Due to COVID precautions, visitors are currently not permitted onto the school campus unless they have made specific and scheduled plans with a staff member.

When COVID precautions are lifted:
All campus visitors, including parents, are to report to the office, sign in and wear a visitor's badge. When leaving campus before the school day is over, students must be signed out from the binder in the Main Office.
Signs are posted at all entrances indicating that all visitors must report to the office. Former student visitors MUST be under staff supervision at all times and get written permission two weeks before visiting from the staff and
parent/guardian and can only visit when their school is NOT in session.

Releasing Children from School
A student may not be released to anyone other than a parent, guardian or person listed on the child's emergency card. A child may go home with someone other than those listed on the card if the parent calls the school and talks to the school office staff, sends an email or provides a signed and dated note to office staff. If someone other then those 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.
Adults picking up their children early must report to the office and not the classroom. Children will be picked up from the office.
Adults picking up students early from school will remain in the main office until their student has arrived in the Main office for pick up.

Morning supervision does not begin until 7:45 am. Students who arrive at campus prior to 7:45 am must be directly supervised by their parent or guardian. Students are to be picked up from school at dismissal time. Students are not to remain on campus following dismissal unless they are scheduled to be in after school programs, such as an enrichment class, childcare or homework club.

Volunteer Screening
Volunteers are screened on the Meagan's Law website by staff supervising the volunteers. Volunteers participating in overnight field trips are required to be fingerprinted.

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

Component:
Santa Rosa Charter School for the Arts provides an orderly, purposeful atmosphere that is free from the threat of physical harm. The school climate is
conducive to teaching and learning. Students are taught the necessary behaviors to make the school "safe and orderly." Desirable behaviors taught include being safe, respectful and responsible.

Element:
A comprehensive school improvement plan is monitored and updated as appropriate by our Parent Advisory Board which includes representatives from certificated staff and parents.

Opportunity for Improvement:
SRCSA is fenced around most of the school. Security cameras were installed in the Fall of 2019 throughout the campus which provides added security. Security would be significantly improved with fencing
and gates at the front of the campus limiting entrance to the campus to the front of the school. With additional fencing, access to the campus would be monitored by office staff, as all visitors would need to enter the campus through the main office to sign in and wear a visitors badge. Quick release gates at the rear of the school would enable the gates to be locked from outside access while still allowing staff and students on campus to quickly exit if needed.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: A variety of activities will be planned and implemented to increase students feeling of belonging and inclusion with other students, teachers and staff members:	Activity 1: Students are provided with a variety of leadership opportunities that promote student responsibility and democratic values through such activities as restorative student council, student leadership club, class meetings and providing leadership for school events. Activity 2: School wide character education themes will be explored and reinforced in each classroom regularly. Students will be publicly recognized for their actions. Rewards and recognition may be included. Positive reinforcement throughout the school is emphasized using some components of MTSS, Scholar Dollars and Narwhal Certificates.	School staff	Principal	Sign in form for events, Character Education themes list to be used

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 2: The school regularly recognizes students who exemplify positive values and leadership. An effort will be made to acknowledge students whose conduct is improving	Activity 1: The Restorative Student Council program is promoting positive values and gives students many opportunities to take responsibility for behavior. Activity 2: Activities to reinforce pro-social behavior at school are the Scholar Dollar program and Narwhal Certificates for students to be recognized for both academic and behavioral improvements. Activity 3: Staff members have programs in their individual classroom to reinforce positive discipline. Students can earn various rewards or incentives for making good decisions and strides in their academic success.	Funding: Based on the Comprehensive School Plan, site funds as designated in our LCAP as well as donations from the SACO will be allocated which support assemblies, field trips, instructional materials, books, and student recognition.	Principal	RJ data and number of Narwhal Certificates issues
Objective 3: Access to the Arts Charter campus during the school day is limited to students, staff and other adults with a designated pre-approval purpose.	All visitors on campus are required to sign in at the office and wear a visitors badge while on campus. Any adult on campus not wearing a visitors badge will be approached by staff and directed to the main office	school staff	Principal	visitor sign in binder
Objective 4: Student injury incidents communication	Log incident and parent communication in student information database and ensure contact with parent(s) regarding head injuries.	office staff	ESOM	student information system (SIS)

Component:
Santa Rosa Charter School for the Arts provides an orderly, purposeful emergency action plan. The school climate is conducive to teaching and learning.
Students are taught the necessary behaviors to be “safe and orderly" during emergencies/drills. Desirable behaviors taught include being safe, respectful and responsible.

Element:
SRCSA will maintain the school grounds in a safe and secure manner for all students, their families and staff members.

Opportunity for Improvement:
continue to refine systematic support for chronically disruptive students, systematic check-in/out system and all staff to increase number of
Narwhal Certificates distributed.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: A variety of activities will be planned and implemented to increase students feeling of belonging and inclusion.	Activity1: We have a conscientious staff that is interested and actively reports concerns related to the safety of the school grounds to the principal. High standards of safe and orderly environment are maintained through communication. Activity 2: The school is partially fenced, and the classrooms are comfortable. Activity 3: A strong relationship with SRPD and Child Protection services is maintained and mandated reporting requirements are upheld. Staff members make an effort to reach out and collaborate with those agencies and others. We have monthly drills, and the emergency duffel bags are in place.	School staff	Principal	BEST referral forms and documentation Restorative Student council referral documentation Restorative Specialist referral documentation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 2: The school regularly sets high standards of behavior and believes all students are responsible for the well-being of the school.	Activity 1: Students have respect for the reliable adults on staff including yard supervisors, cafeteria supervisors, custodial staff, librarian, aides, and volunteers. Many of these staff members have been a part of the site since the school opened and students can depend on those relationships being constant. Activity 2: Through the use of yard and lunch room supervisors, kinder-care supervisors and parent volunteers, the school is a place where students can readily see and identify important adults on the school grounds and on field trips. Activity 3: The principal and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior.	School staff	Principal	Referrals to the office - unsafe dangerous/unsafe behavior
Objective 3: Activities will support policies and procedures promoting safety and well being.	Emergency procedures will be practiced throughout the year. Staff trained annually in SEMS/ICS-compliant response procedures.	RESIG staff/ school staff	Principal	Log of emergency drills
	Emergency supplies inventory	safety committee	Principal	Inventory documentation
	Staff and students will participate in B.E.S.T. trainings throughout the school year.	BEST committee, school staff	Principal	BEST days in August and January. BEST meeting notes, Staff meeting notes

Component:
SRCSA provides an orderly, purposeful emergency action plan. The school climate is conducive to teaching and learning. Students are taught the necessary behaviors to be “safe and orderly" during emergencies/drills. Desirable behaviors taught include being safe, respectful and responsible.

Element:
Staff to be familiar with their duties on the ICS Chart/SEMS and update emergency supplies

Opportunity for Improvement:
Practice a lockdown during lunch period and continue to purchase Safety classroom buckets, inventory and replenish emergency supplies containers and red emergency classroom bags. Staff to review complete Comprehensive Safety Plan and make suggestions for improvement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Objective 1: Activities will support policies and procedures promoting safety and well being.	Emergency procedures will be practiced throughout the year. Staff trained annually in SEMS/ICS-compliant response procedures.	RESIG staff/funds/school staff	Principal/lead	Staff meeting minutes/sign-in
	Emergency supplies inventory	School Staff	Principal/lead	Staff meeting minutes/sign-in
	Staff review MTSS and PBIS expectations with students throughout the school year. Staff engage in ongoing MTSS training. Parents are informed of behavior expecations.	School staff and students	Principal and BEST Team lead	BEST training schedule
	Continue purchase of Safety classroom buckets/Go Kits, inventory and purchase as needed emergency supplies located in storage container and emergency supply red bags in the classroom	RESIG funds/ All Staff	Principal/lead	Purchase orders and inventory check list completed

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

Santa Rosa Charter School for the Arts Student Conduct Code
Section XI
School Discipline, Rules & Procedures
SRCSA

School Discipline – MTSS

In keeping with the district’s MTSS, the MTSS committee meets regularly to review student discipline data and determine the next steps in addressing behavior trends both in the classroom and during recess time. School-wide activities include MTSS training days and student rewards for being safe, respectful and responsible.

Santa Rosa Charter School for the Arts students will show respect for one another, allow teachers to teach and students to learn, and conduct themselves so that everyone can come to school each day feeling safe and ready to learn. People in school should conduct themselves in such a way as to not hurt others on the "outside" with muscle or the "inside" with words. Children are expected to conduct themselves in travel or play in such a way that they are not hurt and they don't hurt anyone else. Behavior, which threatens the emotional or physical well- being of other students, staff, and volunteers, will be addressed.

Every attempt is made to handle disciplinary action in the classroom and at the least formal level. Should students have inappropriate behavior, they may be verbally warned, counseled, lose privileges, receive a referral for "Restorative Council"(comprised of older students and an adult trained in restorative practices), or maybe referred to the office. In serious cases, suspension from school may be the appropriate consequence. Should students exhibit unsafe or disrespectful behavior, yard duty staff, and teachers may use a detention/playground referral to advise a student's classroom teacher of the behavior. In serious circumstances, teachers may need to send a student out of the learning environment and to the office. In such circumstances, the principal/lead teacher will investigate and navigate the appropriate discipline path. These include parent/student conferences, restorative practices and/or council, class suspension or school suspension.

Restorative Practices
Restorative Justice (RJ) is a set of principles and practices employed in the Santa Rosa City School District and SRCSA to build community and respond to student misconduct, with the goals of repairing harm and restoring relationships between those impacted. The RJ program in SRCS/SRCSA utilizes a three-tiered model of prevention through the use of community building circles/ intervention/ supported reentry in response to conflict/harm. The RJ program works to lower our rate of suspension and expulsion and to foster positive school climates.

Bullying
We take bullying seriously. Any repeated behavior(s) that cross the line into bullying (persistent and pervasive), whether, by an individual or a group, that harms or excludes students from typical school activities or groups. Bullying can take many forms such as repeated physical, verbal, social-relational (exclusion), cyber (via electronic devices such as computers or phones - can involve email, Facebook, etc.), and reactive (pushing someone to react, then playing the victim). Any such actions which impact a student's learning experience in a safe environment are not tolerated at Santa Rosa Charter School for the Arts. Should bullying behaviors continue after warnings/interventions, students in accordance to ed code, may be suspended from school for the safety and well-being of other students.

Harassment
Threats or harassment as perceived by the person being threatened or harassed is not tolerated. Harassment is the purposeful and/or repeated behavior that is not asked for nor is welcome. Sexual harassment Board Policy 5114.17 details state and federal prohibitions against sexual harassment in the work and educational environment. Language, written material, or physical contact which is of a sexual or sexually suggestive nature is not acceptable. Harassment can be physical, such as unwelcome touching of an individual's body or clothes, or interference by cornering or blocking normal movements. Verbal harassment may include statements that make a person feel bad about themselves, such as put-downs. Visual harassment includes drawings, cartoons, or pictures that are obscene or degrading. Students will be informed about acceptable behaviors and ways to handle situations that may arise. If an incident of a serious nature requires the attention of the school, or if the behavior is repeated after the person has been told to stop, such harassment should be reported to a school staff member or the principal. All allegations will be investigated, in confidence, by the principal. The families of those involved will be contacted by phone and, in some cases, in writing. Disciplinary action will be taken as needed and may range from counseling, a warning, or a suspension. When students know that wrong or inappropriate behavior is occurring, they have the responsibility to tell an adult and say, "Stop! That is wrong!" Retaliation against any student who tells of wrong or inappropriate behavior, or tries to help maintain school rules, is a suspendible offense and will not be tolerated.

Conduct Code Procedures
RULES FOR ALL SETTINGS (see also the BEST matrix)

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

- Respect other people's property, bodies, and feelings.
- Follow directions and cooperate with others.
- Use language that 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 that is disruptive.
- Refusing to follow the directions of any school staff members.
- Unsafe play and play in an unsupervised area.
- Littering and not picking up after oneself.
- Foul language that offends or hurts others.
- Threats or harassment.
- Hateful or violent behavior.
- Stealing or damaging school or personal property.
- Fighting or other unsafe and inappropriate physical contact.
- Tobacco, vaping, alcohol or illegal drugs.
- Knives, firearms

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; conference with the teacher later; time-out; time-out to another classroom; parent contact/

conference; or refer to principal "Verbal warning", suspension or expulsion

- Student conference
- Parent contact or conference
- A Restorative meeting/Student council session
- Refer to Student Study Team, counseling or outside referral
- Behavioral agreement
- Student(s) solve problem or game ends/equipment or privilege taken away
- A time-out from activity/play area
- Restriction from activity or play area
- Refer to principal
- The parent/guardian comes to school to accompany the student in class or during lunch
- School service (pick-up trash during recesses and lunch) with parental agreement
- Suspension
- Refer to SRCS District for expulsion recommendation

Specific Consequences for behavior:

Verbal Warning

- Unsafe behavior
- Out of Supervised Area
- Minor violations of playground rules
- Inappropriate language unless vulgar or threatening

Students solve problem or game ends/equipment or privilege taken away

- Complaints about game rules not being followed
- Verbal disagreements
- Failure to follow bicycle/helmet rules

A time-out from activity/play area (sit on the assigned bench)

- Excessive roughness in-game or on equipment
- Failure to heed the previous warning
- A verbal altercation between students

Restrict from playground

- The student leaves the play area without permission
- The student repeats unsafe behavior
- Failure to follow staff directions
- Pushing/shoving

Referral to Principal or School Counselor

- Need for immediate counseling/problem-solving
- Fighting, continual harassment, continual threats
- Chronic misbehavior
- Lewd, obscene, or vulgar language
- Serious defiance of school authority
- Theft or vandalism
- Potential “suspendable” offenses

Suspension/Expulsion

- Extreme defiance, physical aggression, or profanity directed at staff
- Theft or vandalism
- Habitual profanity, bullying, lewd behavior or sexual harassment
- Possession or use of illegal substances
- Robbery, extortion, or serious threats to cause harm
- Possession of weapons or dangerous objects

Note: Consequences may vary depending on the circumstances and age/grade of the student

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 that are serious or chronic in nature. Teachers may also use recess, lunch or after school time to work with a student in reflecting on his or her behavior choices.

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 the behavior is disruptive. Review conduct prior to events.

PLAYGROUND RULES

- Walk to and from recess.
- Play in areas supervised by adults.
- Buildings are off-limits to students during recess and when unsupervised.
- Except in an emergency, students must be ‘radio-ed’ in by the yard duty to come to the office.
- Children should remain on the playground until bell rings (unless raining)
- When recess is over, students are to WALK directly to class lines in a quiet and orderly fashion.
- On rainy days, students will be supervised in their classes at recess and lunch (see rainy day schedule).
- Students are to eat sitting in designated areas.
- Maintain a clean school by throwing garbage away and not littering.
- Tackling, pile-ups, pushing, play-fighting or other types of unsafe behavior is not permitted.
- Throwing rocks, gravel, walnuts and other objects are dangerous and not permitted.
- All students are included in games and clubs.
- Run safely in play areas. Follow the directions of supervisors.

Area Black Top

- The only school provided balls, jump ropes, etc. are allowed on campus
- Soccer balls and the kicking of balls is only permitted during PE or on the grass during recess.
- Return balls and playground equipment to the assigned classrooms.

Bicycles, scooters, rollerblades
Children are encouraged to bike, skate, and scooter to school. Bike helmets are required of all students using bicycles, roller blades or scooters. Bicycles must be walked on school sidewalks at all times. Bikes must be placed in the “bike rack” and locked with a personal locking device. The school/district is not responsible for any damage/theft of placed items. Anyone using a bike unsafely will lose the privilege of riding their bike to school.

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

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

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

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

A student may be suspended for a hate crime: Education Code 489003) (20) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive. Hate violence, harassment, teasing, threats, intimidation, hazing or bullying including but not limited to; physical or mental disability, gender, nationality, race, religion, or sexual orientation; and/or bullying including but not limited to in-person, writing, phone, other electronics, and websites is prohibited. If a student believes that they have been victimized by hate speech/violence: Contact the school's administration immediately. Document the time, date, witnesses and description of the incident. If the complaining person requires additional information or would like to initiate the district's formal complaint process, you should contact the coordinator/compliance officer(s) 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

(K) Procedures for Preventing Acts of Cyber-bullying
Santa Rosa Charter School for the Arts 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 a repeated, persistent 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 a 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 2014Addressing 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 complies 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 Parent Advisory Board (PAB) includes the following representatives: Principal, SRTA Certificated employees, CSEA classified employees and parents.
The Parent Advisory Board 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 Parent Advisory Board conducted a public hearing to gain public input into the plan. Appropriate revisions were made.
The Parent Advisory Board 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 in May 2018. It has been updated in November 2019.
Information in the plan will be disseminated to all teachers, parents, and students.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

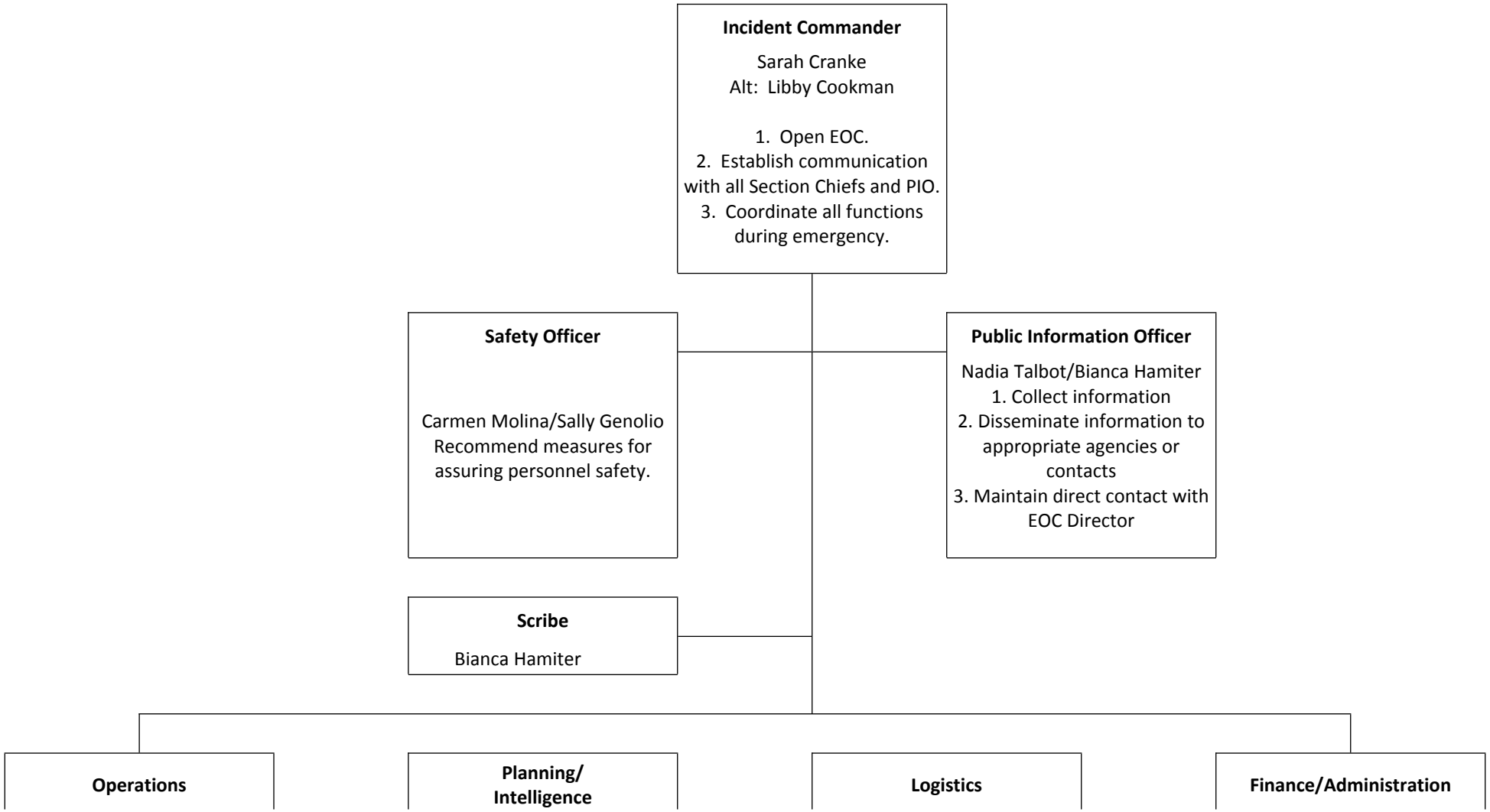
Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Business Office
Law Enforcement/Fire/Paramedic	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	Water
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Annual Updates (B) Disaster Procedures - Section: Disaster Plan Incident Command Staff Assignments & Responsibilities General Staff: Section Chief Assignments General Staff: Section Team Leader/Alternates/Team Members General Staff: Buddy Assignments Pre-designated Emergency Station Locations (E) Sexual Harassment Policies - Title IX Officer (as needed) (H) A Safe and Orderly School Environment Conducive to Learning (EC355294.2) - Component 1-3 Incident Command Team Responsibilities (SEMS/ICS) Staff Training Exercise Design Worksheet for Staff Training (Attachment) Safety Plan Appendices Update responsible persons & their titles in Incident Command System Chart (ICS)	Updated annually at the beginning of the school year	SEMS/ICS chart/Emergency Action Plan
Emergency Supplies (H) A Safe and Orderly School Environment Conducive to Learning (EC355294.2) - Component 3 Update Emergency Supplies inventory/Go Kits Replenish any missing supplies, dead batteries or expired items. Research new supplies	Updated annually.	Emergency Action Plan
Evacuation & Post-emergency Procedures Post emergency procedures by doors (LockDown, Emergency Numbers, Evacuation Map)	Updated annually.	Emergency Action Plan
Maps/Schedules/list/form updates - (Attachment) Maps (as needed) Attachment Emergency Drill Schedule/Line Up Areas (Attachment) Staff Emergency Contact - Medical Information (Attachment)	Updated annually.	Emergency Action Plan
Emergency Contacts Update individuals and contact information found on emergency contact charts. (B) Disaster Procedures - Section: Disaster Plan Verified annually Emergency Action Plan Student Information Update list of students with medical needs (binder) Update list of students' emergency information Update list of students with disabilities - ensure students have special evacuation procedures established if special assistance is required during an evacuation such as noise-canceling headphones in the emergency bag and classroom assistant available to support students.	Verified annually	Emergency Action Plan

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Documentation & Recordkeeping (Attachment) Ensure the necessary records are properly maintained Update Student Release forms as needed (Attachment)	Update annually Securely maintained	Emergency Action Plan

Santa Rosa Charter School for the Arts Incident Command System



SECTION CHIEF
Faun Etienne
Coordinates all operations functions.

COMMUNICATIONS TEAM:
Sandy Pawek, Alt. Bronwen Bryson
1. Establish communication links.
2. Maintain log of incoming/outgoing communications.
3. Report all findings to Operations Chief.

SEARCH AND RESCUE TEAM
John Fortunati /Tina Peretz
1. Conduct damage assessments.
2. Conduct rescues - Note: always in teams of at least two (2)
3. Transport injured to first aid station.
4. Maintain communication with student release/staff accounting team.
5. Determine missing persons.
6. Report all findings to Operations Chief.

FIRST AID TEAM
Sierra Bradley/Carrie Bray/Rebecca Finley
1. Set up first aid area.
2. Bring supplies to designated area.
3. Assess injuries and provide first aid.
4. Prioritize injuries (triage)
5. Complete master injury report.
6. Report all findings to Operations Chief.

SECTION CHIEF
Amy Waud-Reiter/Melissa Wilde
Coordinate all planning functions.

SITUATION STATUS TEAM
Allison Pearce/Maureen Chesanek
1. Collect information from

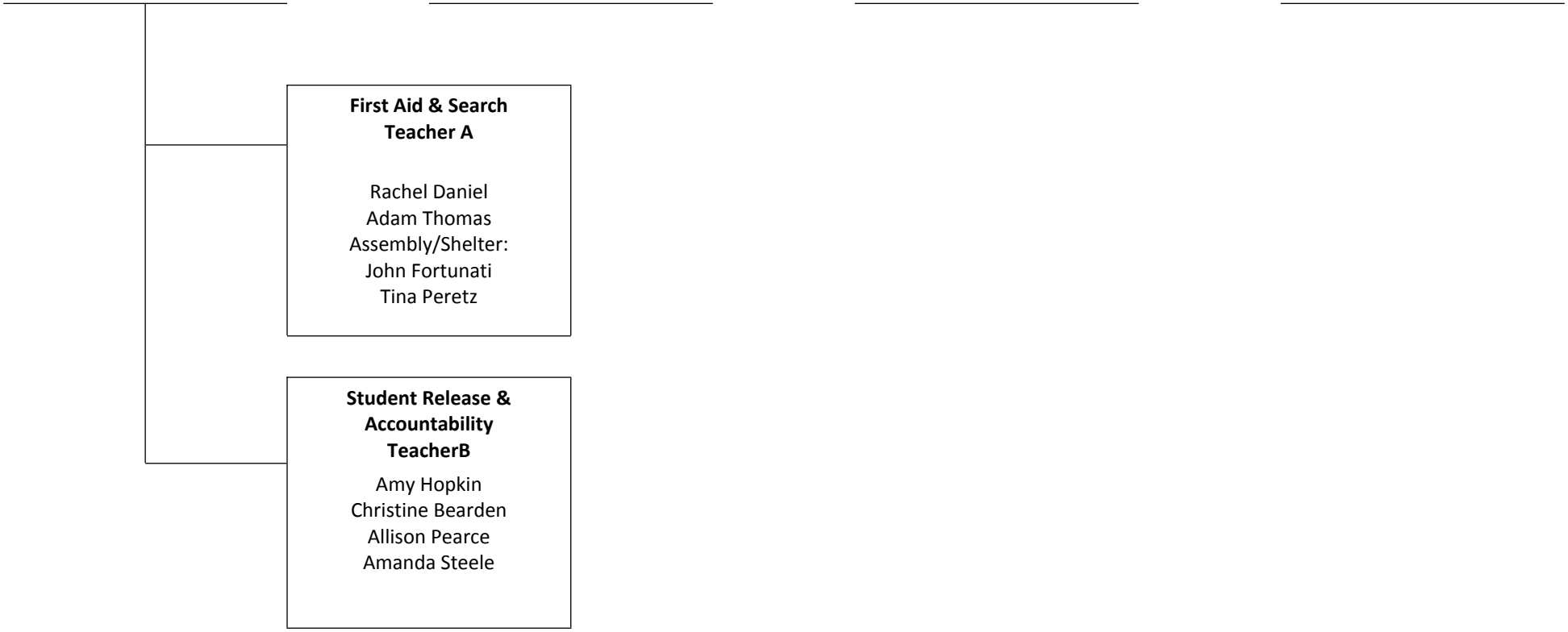
SECTION CHIEF
Rebecca Finley/Nadia Talbot
Coordinate all logistics functions.

SUPPLIES & STAFFING
Sally Genolio/Sierra Bradley
1. Assess food preparation facilities.
2. Assess supplies status:
Check water supplies
Estimate # of students/staff
Check first aid supplies
Check supplies of blankets, etc.

SECTION CHIEF

ESOM/ Nadia Talbot/District Office
Coordinate all finance/admin functions.

RECORDKEEPING TEAM
District office
Maintains records to assist in reclaiming costs:
- Financial- Purchasing control
- Personnel- Cost recovery


First Aid & Search
Teacher A
Rachel Daniel
Adam Thomas
Assembly/Shelter:
John Fortunati
Tina Peretz
Student Release &
Accountability
TeacherB
Amy Hopkin
Christine Bearden
Allison Pearce
Amanda Steele

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

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

Incident Command Team Responsibilities

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

Incident Command System (ICS) Functions

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

1. The Command Function is responsible for the directing, ordering, and controlling of resources by explicit legal, agency, or delegated authority. The function is composed of the Incident Commander (IC), Safety Officer, Public Information Officer (PIO), Agency Liaison Officer, and a Deputy Incident Commander. The IC position must always be filled. The IC remains responsible for all five functions of the ICO structure, which have not been formally activated. In addition to the primary ICO functions, the IC is also responsible for the Safety Officer, Public Information Officer, and Agency Liaison Officer positions, unless otherwise delegated. Depending on the severity of the incident, the IC may also activate a Deputy IC for support.

2. The Operations Function is responsible for the coordinated tactical response of all field operations directly applicable to or in support of the mission(s) in accordance with the Emergency Action Plan. This is the most complex and primary established function.

3. The Planning/Intelligence Function is responsible for the collection, evaluation, documentation, and use of information about the development of the incident, and the status of resources.

4. The Logistics Function is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

5. The Finance/Administration Function is responsible for all financial and costs analysis aspects of the incident, and for any administrative aspects not handled by the other functions.

Incident Command System Principles

1. The system provides for the following kinds of operation: single jurisdictional responsibility/single agency involvement, single jurisdictional responsibility with multiple-agency involvement, and multiple jurisdictional responsibilities with multiple-agency

involvement.
2. The system's organizational structure adapts to any emergency or incident to which emergency response agencies would be expected to respond.
3. The system shall be applicable and acceptable to all user agencies.
4. The system is readily adaptable to new technology.
5. The system expands rapidly and logically from an initial response into a major incident and contracts just as rapidly as the organizational needs of the situation decrease.
6. The system has basic common elements in organization, terminology, and procedures.

Incident Command System Components

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

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

The use of a Unified Command is a valuable tool to help ensure a coordinated multi-agency response. A Unified Command assures agencies do not lose their individual responsibility, authority, or accountability. When appropriate, a Unified Incident Command System will be established in conjunction with the school's Incident Commander and responding agencies' Incident Commander(s) to form a unified team in which Incident Commanders within the Unified Command make joint decisions, speak as one voice, integrate general staff, and develop a single Emergency Action Plan. Unified Command is an important component of the required ICS, per California Code of Regulations, Title 19, Division 2, Chapter 1,
§2405 (a)(3)(C-D).

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

Command Staff Responsibilities

Incident Commander (IC):

- Direct the overall emergency response and make final decisions
- Activate School Emergency Action Plan and Incident Command System (ICS)
- Establish and set up an Incident Command Post
- Establish, set up, and manage a Communication Center
- Initiate Common Communication Plan & maintain communication with District Level Emergency Organization Center (EOC) to provide District with a site-specific status report
- Develop an Emergency Action Plan which identifies objectives, determines strategies, identifies tactical and support activities required and established an operational time for completion.

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

Alternate Incident Commander:

- Assist the Incident Commander by initiating response strategies, response team coordination, and communication

Safety Officer:

- Assess emergency or threat and impact on students, staff, school property, and surrounding community
- Monitor safety conditions of the incident
- Assures the health and safety of students and staff

Public Information Officer:

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

Liaison:

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

General Staff Responsibilities: Function Chiefs

Operations Chief:

- Manage on-scene tactical operations to accomplish corrective action and the objectives established by the IC's action plan
- Supervise and direct activities of all personnel assigned under the Operations Function
- Report to the Incident Commander
- Coordinate Search and Rescue
- Coordinate Medical First Aid
- Coordinate Evacuation Area
- Coordinate Campus Security
- In conjunction with the Evacuation Area Lead and the Search & Rescue Lead, account for staff and student attendance and identify all missing individuals using the compiled attendance reports & search and rescue team findings.
- Relay reported missing students to Staff Accounting Teams
- Make sure teams have the necessary supplies to perform tasks
- Reassign staff as needed
- Schedule breaks and back-ups for staff

Planning/Intelligence Chief:

- Coordinate all planning functions
- Collect all information pertinent to documenting the incident
- Analyze information for potential impacts or changes

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

Finance/Administration Chief:

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

General Staff Responsibilities: Search & Rescue

Search & Rescue Lead:

- Report to Operations Chief
- Supervise, organize, and direct Search and Rescue Teams
- Maintain communication with Search and Rescue Teams
- Consult with Operations Chief regarding any known missing persons obtained from the attendance reports submitted by Teachers
- Act as a check-in point for reporting missing Staff or Students
- Keep records on Search & Rescue Team incident reports

Search & Rescue Team(s):

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

General Staff Responsibilities: Medical First Aid

Medical First Aid Lead:

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

Medical First Aid Team(s):

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

Morgue Team:

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

Assembly/Evacuation Area Lead:

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

Parent Check-in Team(s): (SACO and PAB Officers)

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

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

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

Student Release Gate Team(s):

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

Staff Buddy Assignments (Teachers):

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

General Staff Responsibilities: Campus Security

Campus Security Lead:

- Reports collected data to Operations Chief
- Supervise, organize, and direct the Security Team and Utilities

Team

- Conduct or Initiate a property damage assessment

Security Team(s):

- Reports to Campus Security Lead
- Maintain a safe and secure campus environment
- Secure and manage gates
- After search & rescue missions are complete, lock or control access into buildings
- Place yellow caution tape around areas deemed unsafe

Utility Team:

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

General Staff Responsibilities: Emergency Supplies inventory/replenish.

Emergency Supplies Team (Logistics):

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

General Staff Responsibilities: Unassigned Staff
Unassigned Staff:

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

Emergency Preparedness

Methods for Reporting Emergencies
To report emergencies, in case of a fire, emergency, or disaster, the following reporting methods may be used:
1. School Alarm System
2. Public Announcement System
3. Telephones (emergency telephone numbers are posted adjacent to phones)
4. The school Red phone located in the main office only used to call out in an emergency.

Alarm System

Emergency messages will run continuously until the ALL CLEAR message is sent
In case of a DRILL - BEFORE engaging the PA system use it to inform staff that this is a drill, call xx800. Office staff to call fire and alarm companies to notify them that a drill is taking place.

To engage the emergency messages you will dial one the extensions outlined below:
The school fire alarm and public announcement system provide a warning for necessary emergency action. A pre-tone signal and audible.

Emergency Messages over Public Announcement (PA) System:

FIRE ALARM - no code - is distinctive and recognizable as a signal to evacuate and a separate system from the PA.
EVACUATION - xx909 - signal is audible and consists of a pre-tone, voice message ENG/SPN (EVACUATE), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! Evacuate !!!), flashing lights go on.
EARTHQUAKE - xx919 - signal is audible and consists of a pre-tone, voice message ENG/SPN (DROP, COVER, HOLD ON), post-tone sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! DROP, COVER, HOLD ON!!!), flashing lights go on.
LOCKDOWN - xx999 - signal is audible and consists of a pre-tone, voice message ENG/SPN (GET IN, STAY IN, LOCK DOORS), post-tone

sequence repeated 2 times, scrolling text until stopped in ENG/SPN (!!! GET IN, STAY IN, LOCK DOORS!!!), flashing lights go on.
ALL CLEAR - xx900 - will hear the tone sequence 3 times, will see scrolling text ENG/SPN (ALL CLEAR) sequence repeated 3 times.
Manual bell - xx500 - To ring the bell manually use the code xx500 (it does NOT need the ALL CLEAR to stop)

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

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

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

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

- Individual assignments and responsibilities
- Emergency procedures
- Location of emergency equipment & supplies
- Location and operation of manually activated alarm systems
- Location and operation of communication equipment

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

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

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

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

Methods for Reporting Emergencies
To report emergencies, in case of a fire, emergency, or disaster, the following reporting methods may be used:
1. School Fire Alarm System
2. Public Announcement System
3. Staff Two-way Radios
4. Telephones (emergency telephone numbers are posted adjacent to phones)
5. Red Phone in the main office

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

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

Staff Release Order Plan:
1. Hold a staff meeting and determine the release order
    - Determine this during the first staff meeting using the "Staff Release Determination Form."
    - The principal will keep the release order list in the emergency plan.
    - The list will be updated annually - (See Attachment -Staff Release Order list).

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

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
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

- 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

FALLEN AIRCRAFT OR EXPLOSION

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside the school, teachers give the DROP command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children to 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 if needed.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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.

2. 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
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

WAR OR THREAT OF WAR: ATTACK OR TAKE COVER SIGNAL

1. A warning of an attack will be a 3-5 minute warbling sound or series of short blasts on public warning devices.
2. Principal orders teachers to prepare students for DROP command leaving classroom windows and doors open and closing blinds to reduce fire hazards from heat rays.
3. Turn on the radio to an Emergency Broadcast System station, KSRO 1350 AM to monitor emergency information and instructions.

SURPRISE ATTACK

The detonation of a weapon may be accompanied by an extremely intense light flash and heatwaves. The flash is then followed by heavy shock waves.

1. The teacher gives the DROP command.
2. Following the blast, the principal orders staff and students to evacuate to outside assembly areas if deemed appropriate. The Emergency Broadcast System, KRSO 1350 AM should be monitored for emergency information. Teachers follow evacuation procedures once students are assembled.

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

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.

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.

Explosion or Risk Of Explosion
FALLEN AIRCRAFT OR EXPLOSION
1. If aircraft crashes on or near school buildings, or if an explosion erupts inside school, teachers give the DROP command to protect children against blast and falling objects.

2. Teachers take immediate action to remove children to assembly areas and follow evacuation procedure.
3. Staff performs necessary rescue measures to help injured or trapped students.
4. Call police and fire departments.
5. Principal insures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.

Fire in Surrounding Area
1. Sound fire signals
2. Students and adults evacuate building to outside assembly areas.
3. Teacher leaves room last, taking class records, emergency backpack and keys, closes doors (not locked) and windows.
4. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.
5. If fire is serious, students are taken to an alternate location (Santa Rosa Middle School field) for protective supervision until parents can be notified for pickup.

Air Quality Indoor Protocol

SRCSA uses Airnow.gov to monitor AQI

When the AQI is in the range of 101-150, we will use the following guidelines:
* Recess may take place outside
* PE may take place outside, and may be reduced to moderate exercise. PE will not exceed 30 min.
* Students will eat lunch outside and may be inside for lunchtime recess.
* Staff will be reminded to keep all doors and windows closed.
* Any student who has respiratory issues may request to remain in an indoor space during recesses/PE.
* Windows and doors will be closed.
*HEPA filters and HVAC will be engaged.

When the AQI is in the range of 150-200, we will use the following guidelines:
* Recess and Lunch will take place indoors.
* PE will be canceled.
* Staff will be reminded to keep all windows and doors closed.
* Efforts to minimize outside time for students will be made.
* Windows and doors will be closed.
*HEPA filters and HVAC will be engaged.

THREAT OF FIRE, CHEMICAL ACCIDENT OR OTHER EMERGENCY
1. Principal arranges for evacuation of students and staff to a safe location.
2. Principal advises news media of the removal of students to alternate location.
3. Students released to parents from alternate/safe location.
(all teacher emergency kits have emergency release information assuring that children are released to parent/guardian approved individuals.)

Fire on School Grounds
Each classroom and facility on the campus has a functioning fire extinguisher and a manual pull switch to activate the fire alarm. In addition, evacuation routes are posted by the exits in each classroom. For the protection of all occupants of the building, in case of a fire or disaster, the following evacuation procedures have been established:

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

Description:
- The fire alarm will sound.
- Teacher grabs their emergency bag.
- In all fire situations, teachers/staff members should assess the situation before exiting the classroom.

- Scan the area to look for possible danger and evacuation route changes that may be necessary. When a safe path has been determined, the class should exit to the evacuation area using a safe exit route.
- No students should exit before the teacher and students should leave behind all personal possessions.
- The teacher closes the door and leaves last.
- Teachers should check that all students are present and report findings on the Injured and Missing Person Report (pink card).

o Green Card: display if all are present and un-injured
o Red Card: display to indicate missing or injured students/staff

- Wait for additional directions from the administration

Flooding

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

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

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

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

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

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

Other heat advisory related resources that may be helpful:
Santa Rosa City Schools Heat & Air Quality Advisory:
https://drive.google.com/file/d/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