Comprehensive School Safety Plan

2022-2023
School Year

School:	Elsie Allen High
CDS Code:	California
District:	Santa Rosa City Schools
Address:	599 Bellevue Avenue Santa Rosa, CA 95407-7713
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Date of Review:	
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Approved by:

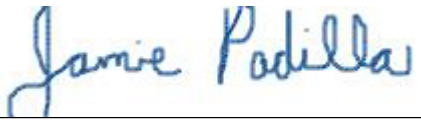
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Comprehensive School Safety Plan Purpose

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

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

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent 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 Elsie Allen High School and Santa Rosa City Schools District Office.

Safety Plan Vision

Elsie Allen High School is an inclusive community that challenges and supports students to achieve their personal, academic, and career potential. It is the vision of the safety plan to ensure that this is achieved in a safe and secure environment.

Components of the Comprehensive School Safety Plan (EC 32281)

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

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

Assessment of School Safety
PROCEDURES FOR COMPLIANCE WITH SCHOOL SAFETY LAWS
DISTRICT POLICIES, REGULATIONS AND PROCEDURES
Plan Review
The School Site Council must review the Safety Plan at least once a year and submit any updates to the district for approval.

Public Inspection of the Plan
The Safety Plan and all related materials, including any updates, must be available for public inspection.

Advisory Committee
School Site Council
English Language Acquisition Committee (Parents, Teachers, Administration)
Restorative Resources Program

Attachments:
Board Policy/Administrative Regulations (not necessarily in order)
BP 4119.11 (a)
AR 4119.11 (b)
AR 4219.11
4319.11
5114.9.3
5145.7
BP 5141.4 (a) (Revised Child Abuse Prevention and reporting policy – formerly 5144)
AR 5141.4 (a-g) (Revised Child Abuse Prevention and reporting policy – formerly 5144)
6114 (a-g)
6114.1
6145.1 (a)
Santa Rosa City Schools Information Handbook
Elsie Allen Student Handbook
Elsie Allen High School Staff Handbook
California Education Code Sections 48900 - 48927
Safety Drill schedule
AB 537 – California Student Safety and Prevention Act
Emergency Organizational Chart
Child Welfare and Attendance Disciplinary Hearing and SARB Data

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Actions:
1. Elsie Allen High School participates in a monthly SRCS Assistant Principal meeting with other schools in Santa Rosa to discuss safety concerns at each site and in the community.

2. Administrators receive training in Expulsions and Student Discipline annually to review policy, laws, procedures and updates in these areas of school law and the education codes.
3. The Assistant Principals maintain records of all suspensions and expulsions and their causes.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
CHILD ABUSE REPORTING REQUIREMENTS
Actions:

1. Board Policy 5141 (a) and AR 5141.4 (a-g) (formerly BP 5144) provides direction to school employees for reporting child abuse.
2. The Santa Rosa Police Department and the Santa Rosa City Schools publish the, "Santa Rosa School-Police Handbook" which outlines laws and guidelines pertaining to the handling of students by school officials and law enforcement officers.
3. The District provides each administrator with the "Child Abuse Prevention Handbook" published by the Crime Prevention Center to inform school personnel on how to detect child abuse and the procedures to protect the student.
4. Child Abuse reporting forms are located in the Counseling office with the Counseling secretary and are readily available for confidential use.
5. Staff receives annual training and education about their role as mandated reporters.

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

Disaster Plan (See Appendix C-F)
DISASTER PROCEDURES (Routine and Emergency)
Actions:
1. Board Policy/Administrative Regulation 6114 describes Emergency Response and Civil Defense Plans.
2. Board Policy/Administrative Regulation 6114.1 describes Emergency Drills.
3. Each school is provided with emergency equipment and communication devices. Elsie Allen has developed a plan as per Board Policy.
4. Each member of the school is given an Emergency Organizational chart and drill schedule for the school year. Staff and students are trained and practice fire, earthquake, lockdown, disaster and evacuation drills throughout the school year.
5. School personnel are trained for the Community Emergency Response Team through both an on-line course and exam and hands-on training in order to help develop emergency plans for the school site.
6. In the event of an extended lockdown, and as each situation presents itself differently, administration will respond to the following needs for staff and students:
a. Food/water distribution
b. Bathroom needs
c. Parent communication
d. Releasing of students when appropriate
7. Emergency first aid supplies in each teacher's classroom will be checked, inventoried, and restocked as necessary.
8. A defibrillator will be available for use by trained personnel in the Administrative Office, trainer's room (mobile), and gym.

Public Agency Use of School Buildings for Emergency Shelters
Sonoma County Emergency Shelter Liaison

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

Actions:
1. Students are provided with a Student Handbook, which covers the school's behavioral expectations and procedures for Suspension and Expulsion. This is reviewed with students during the beginning of school.

2. Students, who enroll at Elsie Allen after the school year has begun, will receive access to the school handbook, which includes rules and expectations for student behavior and attendance.
3. Students and parents are provided with a SRCS Information Handbook, which also outlines district procedures for Suspension and Expulsion.
4. Students are referred to restorative support services upon reentry.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
NOTIFICATION TO TEACHERS OF DANGEROUS STUDENTS
Actions:
1. The procedures for notifying teachers, regarding dangerous students are contained in Administrative Regulation 5114.9.3.
2. Teachers have access to student files through the offices of counseling, registrar, and attendance. The registrar's office keeps cume folders which include enrollment history, test scores, and prior school data. The office of the Assistant Principal's administrative assistant has access to records of suspensions, expulsions, and discipline history.
3. Data on students can also be accessed through the Aeries student information system - accessible by all teachers to view data on their students.

(E) Sexual Harassment Policies (EC 212.6 [b])
POLICIES OF SEXUAL HARASSMENT
Actions:
1. Board Policies 5114.17 and 5145.7 contain the district policies on sexual harassment, to provide due process, and to immediately respond to any complaints that are made.
2. Students and parents are provided with a SRCS Information Handbook which also outlines district procedures for Sexual Harassment. This is reviewed with students by an administrator during the first month of school.
3. Elsie Allen will adhere to the guidelines of AB 537 Student Safety and Violence Prevention Act of 2000 which has been modified to add the definition for "gender."

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

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
SCHOOL WIDE DRESS CODE

During the school year of 2021-2022 a committee was formed to look into the Elsie Allen High School dress code. After reviewing feedback from both students and faculty, it was determined that the code was not being fairly enforced by all teachers and staff. Questions arose regarding cultural bias and gender-specific discrimination. Information was shared out during regular staff meetings, updates were provided on progress with next steps and through surveys - all staff, students, and parents were invited to share their thoughts and to have an opportunity for input on the dress code.

Committee members include the following stakeholders:
Teachers
College and Career Counselor
Restorative Specialist
Family Engagement Specialist
Health Tech
Parents
Students
School Administrator

Summary of Findings from the Dress Code Committee

176 people responded to the survey (107 students, 41 staff members, and 28 parents.) According to the survey results, the majority of respondents chose “Agree” to all four of the proposed rules. The greatest concerns focused on the rules regarding cleavage and exposed underwear. As a result, the committee proposed to remove the “cleavage should not have coverage requirements” part of Rule 1 so that specific decisions about cleavage is left up to admin discretion. In regards to the underwear rule, the committee decided to change the phrasing to help further clarify the rule. The rule will be changed to say: “Students Cannot Wear: Visible underwear. Minimal visible waistbands or straps on undergarments worn under other clothing is not a violation.” These changes will allow dress code violations regarding underwear and cleavage to be left up to admin discretion. We are very thankful for all respondents and are grateful for stakeholder feedback from our students, parents, and staff.

A student dress code should accomplish several goals:

- Maintain a safe learning environment in classes where protective or supporting clothing is needed, such as lab classes (eye or body protection), dance (bare feet, flexible clothing), or PE (PE clothing/shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with offensive images or language, including profanity, hate speech and pornography.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Rule 1. Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque (cannot be seen through) material. All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

Rule 2: Students must wear: *A Shirt. *Bottom: pants/sweatpants/shorts/skirt/dress/leggings. *Shoes; activity-specific shoes requirements are permitted (for example, for sports). *High-school courses that include attire as part of the curriculum (for professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on body shaming nor promoting culturally-specific attire.

Rule 3: Students Cannot Wear: *Violent language or images. *Images or language depicting drugs or alcohol (or any illegal item or activity) or the same use. This includes name bands drug and alcohol-associated logos such as, but not limited to, Backwoods, Cookies, etc. (new names for these substances are constantly evolving, If the item is googled and it comes back associated with drugs or alcohol products for sale, the student will not be allowed to wear it.) *Hate speech, profanity, pornography. *Images or language that create a hostile or intimidating environment based on any protected class. *Visible underwear. Minimal visible waistbands or straps on undergarments worn under other clothing is not a violation. *Bathing suits. *Helmets or headgear that obscures the face (except as a religious observance) or in the instance of mandated health and safety rules around wearing masks.

Rule 4: Students May Wear: *Hats, Hair Wraps, Nets, Do-rags, religious headwear. *Hoodie sweatshirts (overhead is allowed). *Fitted pants, including leggings, yoga pants and "skinny jeans". *Midriff baring shirts. *Pajamas. *Ripped jeans, as long as underwear is not exposed. *Tank tops, including spaghetti straps, halter tops, and "tube" (strapless)tops. *Athletic attire. *Clothing with commercial or athletic logos provided they do not violate Rule 3 (see above).

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

SAFE INGRESS AND EGRESS

Actions:

1. Evacuation routes and procedures are posted in each classroom near the exit.
2. Bilingual Signs are posted at every entrance in order to direct visitors to the Main Office.
3. Students, Staff and parents must come onto, and leave, the campus safely at all times. Anyone found speeding or jeopardizing the safety of the Elsie Allen High School community may not be allowed to drive onto campus for a period of time.
4. The entry gates are painted to prevent accidents.
5. Students will park in designated student parking areas with school issued parking permits required. Staff and visitors park in separate parking areas.
6. Visitors are required to "sign in" with the Attendance Clerk in the main office.
7. White boundary lines have been painted to create a visual boundary for students so they remain inside supervised areas
8. Elsie Allen High School is a "closed campus." Students may not leave during the school day without permission.
9. All student deliveries including but not limited to medications and school materials must be brought to the A building Lobby.
10. Students not scheduled in a 5th or 6th period class, must not be on campus or in a designated supervised area such as the college and career hub or library.

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

Component:

Actions:

1. Appropriate administrative, counseling, guidance and support services are provided at Elsie Allen High School. Our staff includes four administrators (one principal, one vice-principal, and two assistant principals), three full-time counselors, one college and career counselor, one part time bilingual counselor, two family engagement facilitators, one student adviser, and two and half campus supervisors.

2. District and school rules promote respect for diversity and personal/social responsibility. School discipline strategies contain elements relating to anger management, conflict resolution, harassment and sexual harassment.
a. A student handbook detailing behavioral expectations and school discipline strategies is distributed to every student on campus yearly.
i. The handbook contains behavioral expectations and a copy of the Education Code pertaining to student discipline and sexual harassment, including timelines for enforcement of these rules.
ii. The handbook is available in both English and Spanish.

3. Annual student orientations are held at the beginning of each school year to discuss and review the Elsie Allen High School's Student/Parent/Guardian Handbook with students. The Administrative team members stress to students that the Education Code is in effect from the moment a student leaves his/her home for school in the
morning until he/she returns home after school. Students are also informed that these rules apply while going to, attending, and returning from any school-sponsored activity.
4. In the spring, grade level reviews of school conduct expectations will be held.

Element:
Our goal is to continue to develop a school climate that promotes respect for diversity, equity, valuing all students and establishing a campus that promotes student participation and connectedness.

Opportunity for Improvement:
Actions:
1. LINK Crew is a peer to peer mentoring program with 9th graders that provides a positive student transition time during the Fall Orientation and throughout the school year.

2. A variety of clubs meet at lunch time with their advisors and members to plan events and fund raising activities.

3. A "Parent Link" mentoring program for 9th grade parents to make connections with the school is available.

4. "Lobo Unity," builds relationships between staff, parents, students and community members for the betterment of Elsie Allen High School. Family/Community events are planned throughout the school year.

5. The BEST Plus program was implemented during the 2015-16 school year as part of the District "Transformation Grant." Tier two of BEST Plus Program was implemented 2016-2017.

6. The Restorative Resources/Justice Program began in 2013 as a pilot program. The beliefs of Restorative Justice are that justice should, to the greatest degree possible, do five things:

a.) Invite full participation of all parties affected by a crime, or incident, and allow each voice to be heard.

b.) Focus on harms done, not on laws broken.

c.) Seek full and direct accountability from those who caused the harm, help victims recover in concrete and meaningful ways what was lost, and repair what was damaged.

d.) After reparation and restitution, reintegrate the parties back into the community.

e.) Strengthen the community to own its responsibility for causes that lead to crime, thereby preventing future harm.

Collaborative Community Engagement Class. The students developed and implemented the seven essential virtues:
1. Accountability: Taking responsibility for your actions and feelings.
2. Honesty: Being truthful to yourself and others.
3. Respect: Treating others the way you would like to be treated.
4. Trust: Being able to rely on yourself or someone else.
5. Empathy: Working to understand and feel someone's situation.
6. Family Love: Creating a bond of mutual support and understanding.
7. Caring: Being there for someone with kindness, love, and understanding.

- Regular school meetings to address school climate are attended by interested staff and students.
- Cellphone use in the classroom is prohibited except for instructional use at the teacher's discretion.
- Electronic devices (including but not limited to iPods, cameras, and PSPs) are not to be seen or heard during class time. This applies outside the classroom (restroom passes and passes to an office) during class time. All electronic devices should be turned off and put away BEFORE entering a classroom. Laser Pens/pointers are not

permitted. Amplified music (portable speakers) are not allowed at any time.
Refusal by a student to give the electronic device to a staff member may result in suspension.

These activities are being conducted in an effort to promote respect, education, and connectedness to our campus.
Actions:
1. We will provide Staff Development opportunities to empower staff to provide equity with student discipline. SRCS was awarded a grant which provided professional development for all staff through the Museum of Tolerance in Los Angeles. Unconscious Bias training has also been offered.

2. We will promote diversity through recognition and celebration of events important to our student body. An annual Resignation Fluent English Proficient, RFEP, ceremony that includes students and families occurs every spring.

3. We will increase student participation and involvement in activities on campus before, during and after school.

4. We will increase student education in the areas of anger management and self-discipline by referring students to counseling services and resources provided by our SAY counselor, Intervention Committee, and Restorative Resources Program.

5. We will provide in-house information and staff development training during faculty meetings.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Staff Development	Continue to review and update the plan for a safe school environment.	RESIG, District Training, COVID safety support funding sources	Safety Director, Patty Turner	Committee Input

Component:

Element:
Our goal is to establish a campus where all students feel supported and safe.

Opportunity for Improvement:
1. Security cameras have been installed to better increase campus supervision. In October of 2019, administrators, SRO and the senior secretary were given access to new and additional security cameras. First aid/safety packs have been purchased for each classroom and distributed. Funding for pack and bin supplies needs
supplementing.

2. EAHS is exploring the possibility of perimeter fencing with one entrance to minimize egress and ingress.

3. In order to address student concerns anonymously, the StopIt! app is reviewed by the Assistant Principals on a regular basis. This information will be shared at administration meetings and at campus supervisors meetings to ensure the needs for student and staff safety are known and addressed.

4. Staff will monitor the amount and type of graffiti on campus.

5. We will continue to generate successful activities and reflect on what needs to be improved and changed through a yearly revision process.

6. As of February 2011, the Board of Education modified Board Policy (BP) 5145.12 (Search and Seizure) and adopted the accompanying Administrative Regulation (AR) for Grades K-12. This BP/AR outlines:

- Individual Student Searches
- Searches of Student Lockers/Desks
- Use of Drug-Detection Dogs

o School Principal must determine the need for the use of the contraband detection dog.
o School Principal must notify the Superintendent/Designee prior to the arrival of the contraband detection dog on a school campus.
o Contraband detection dog may not sniff any individual student.
The District will partner with local law enforcement to have drug detection dogs at school sites, when deemed necessary by the school principal. The District is making every effort to keep students safe on campus, as well as maintaining a drug free zone within the District.

7. District will continue to use StopIt! which is an anonymous reporting app that students, staff, and community members are able to report inappropriate behaviors. This app has also been used to alert admin to mental and social health issues that arise.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implement and continue to maintain positive relationships with students to ensure that they feel safe with reporting incidents.	Review StopIt! notifications and restorative circle dialogues for input.	StopIt! App, restorative training, student advisor training for cameras and circles.	District SEL/Restorative Coordinator, Kaesa Enemark	Monthly check-in both informal and official meetings.

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Elsie Allen High Student Conduct Code
Actions:
1. Each student is given digital access to the student handbook in both English and Spanish, which covers the school's conduct procedures including suspensions, expulsions, which is reviewed with students at the beginning of each school year.

Conduct Code Procedures
COMPLIANCE WITH THE SDFSC (Safe and Drug Free Schools and Communities) PRINCIPLES FOR STUDENT CONDUCT
Actions:
1. Each student is given a digital link to the student handbook in both English and Spanish, which covers the school's code of conduct including tobacco, drugs, firearms, and weapons which is reviewed with their teachers and with an Assistant Principal during a presentation.
2. All staff is given access to the revised handbook at the beginning of each school year that includes information regarding safe schools.

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

PART B: HATE CRIMES POLICIES AND PROCEDURES

Actions:

1. Board Policies 5114.17 and 5145.7 contain the district policies on sexual harassment to provide due process, and to immediately respond to any complaints that are made.
2. Students and parents are provided with a SRCS Information Handbook which also outlines district procedures for Hate Crimes. This is reviewed with students by an administrator during the first month of school.
3. New students receive an orientation with an administrator to outline school rules and district procedures for Hate Crimes. Several posters align the campus stating that we are a hate free community.

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

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

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

(K) Procedures for Preventing Acts of Cyber-bullying

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

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

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

Bullying may involve, but is not limited to: Unwanted teasing, Threatening, Intimidating, Stalking, Cyberstalking, Cyberbullying, Physical Violence, Theft, Sexual, religious, nor racial harassment, Public humiliation

Reporting and Filing of Complaints

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

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

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

BP 5131.2
Students

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

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

(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

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

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

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

(cf. 1020 - Youth Services)

Bullying Prevention

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

(cf. 5137 - Positive School Climate)

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

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6142.94 - History-Social Science Instruction)
(cf. 6163.4 - Student Use of Technology)

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

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

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

Intervention

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

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

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

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

(cf. 6164.2 - Guidance/Counseling Services)

Reporting and Filing of Complaints

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

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

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

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

Investigation and Resolution of Complaints

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

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

Discipline

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

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)

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

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:
EDUCATION CODE

200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
32283.5 Bullying; online training
35181 Governing board policy on the responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan
PENAL CODE
422.55 Definition of hate crime
647 Use of camera or another instrument to invade a person's privacy; misdemeanor
647.7 Use of camera or another instrument to invade a person's privacy; punishment
653.2 Electronic communication devices, threats to safety
CODE OF REGULATIONS, TITLE 5
4600-4687 Uniform complaint procedures
UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on the basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of the responsible employee for Section 504
106.8 Designation of the responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age
COURT DECISIONS
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:
CSBA PUBLICATIONS
Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 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 is in compliance with the provisions required for Senate Bill 187, Chapter 73 and the No Child Left Behind Act of 2001. This plan has met the following requirements:
The attached Comprehensive School Safety Plan contains the required components of the Education Code 32280-32289.
The School Site Council includes the following representatives: Principal, SRTA Certificated employees, CSEA classified employee, and parents.
The School Site Council consulted with law enforcement and fire agencies and the acting District Emergency Preparedness Coordinator when writing this plan.
Notification of meeting on Comprehensive School Safety Plan sent to appropriate individuals (EC 32288(b) (2) (A-F)*)
The School Site Council conducted a public hearing to gain public input into the plan. Appropriate revisions were made.
The School Site Council adopted the recommended School Safety Plan.
A copy of the School's plan has been provided to the Acting District Safety Coordinator.
The Board of Education adopted the original plan in May 2021. It has been updated in April of 2022.
Information in the plan will be disseminated to all teachers, parents, and students.

Safety Plan Appendices

Emergency Contact Numbers

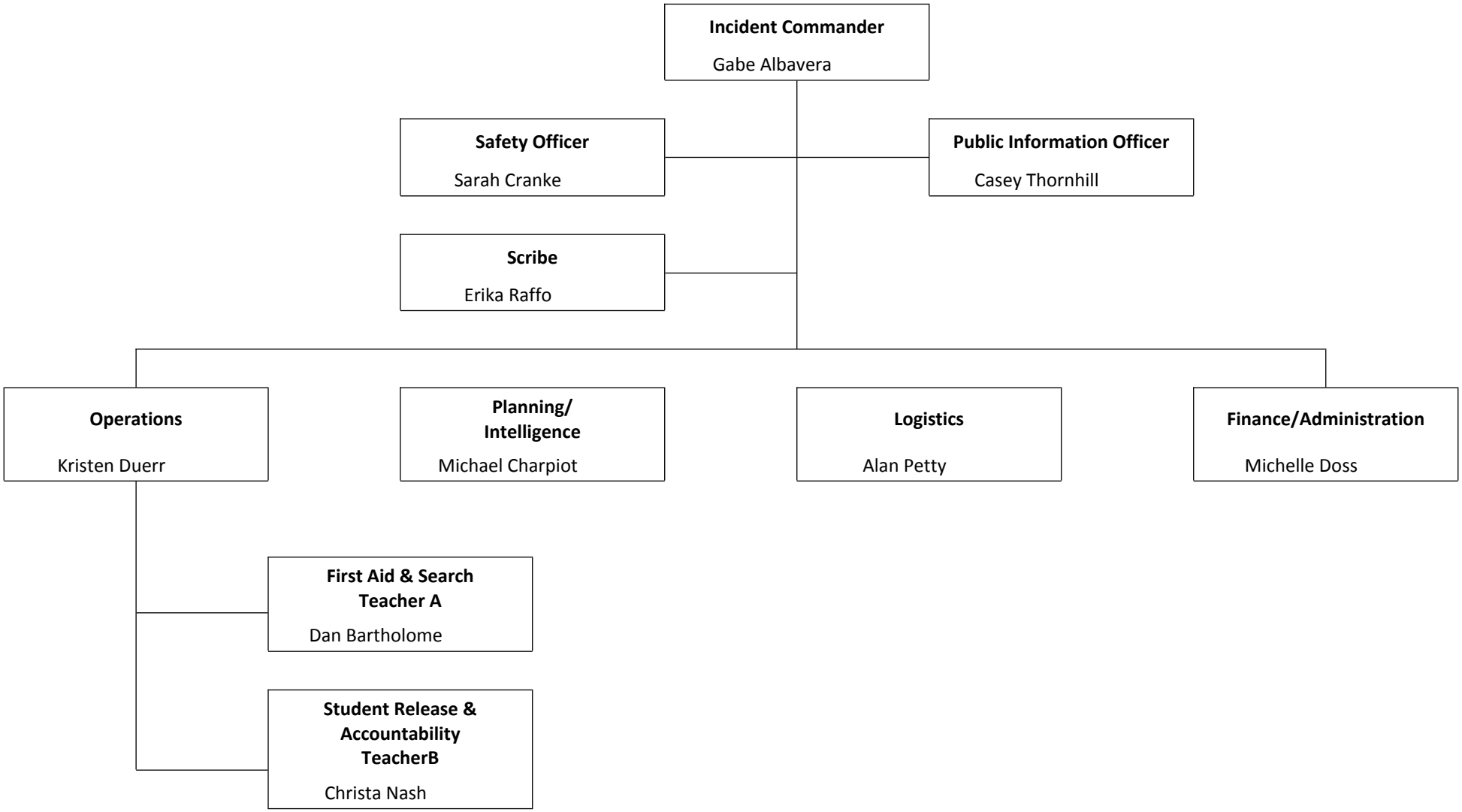
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire & EMS Dispatch	911 or 707-568-5933	REDCOM Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	707-543-3500	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Business Office
Law Enforcement/Fire/Paramedic	SR Police Department (Non-Dispatch)	707-528-5222	Non-Dispatch
Local Hospitals	Memorial / Kaiser / Sutter Hospitals	525-5300/393-4000/576-4000	Local Hospitals
School District	Office of the Superintendent	707-890-3800 Ext. 80101	Dr. Anna Trunnell
School District	SRCS District Communications Team Branch Director	707-890-3800 Ext. 80301	Dr. Roderick Castro
Public Utilities	Pacific Gas & Electric Company	800-743-5002	Outages
Public Utilities	SR Utilities Dept. (Water)	707-543-4200	After Hours Emergency (707) 543-3805
Other	Animal Regulation, (Sonoma County)	707-565-7100	Animal Control

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Site Council	Monthly	Agenda and minutes for Safety Plan Approval on October 21, 2021 in attachments: Safety Plan – Review and Potential Action - Gabe Albavera and Sarah Cranke discussed the purpose of the Safety Plan, what is included and whether there were any changes to the Safety Plan (there were none). A motion by Jamie Padilla and a second was made by Kathy Hayes to approve the Safety Plan. The motion was approved unanimously.

Elsie Allen High Incident Command System



Incident Command Team Responsibilities

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

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

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

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

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

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency
Levels of Emergencies

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

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

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

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

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

Step Three: Determine the Immediate Response Action
Admin Team (EAHS & District if needed)

Plan Implementation

The Plan will be:

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

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

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

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

4. If no response, call Superintendent's cell

Types of Emergencies & Specific Procedures

Aircraft Crash

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Animal Disturbance

Animal/Animal Disturbance
The first consideration is the safety of the pupils and personnel.

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

The principal notifies the Superintendent/ District Emergency Preparedness Director.

Armed Assault on Campus

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

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

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

Active Shooter Procedures
Inside:
RUN...
Know where the threat is and run away from it
Know your escape routes
Leave your belongings behind
Take your cell phone
Keep hands visible for responding Law Enforcement

HIDE...
Call 911 for assistance if possible

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

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

Information to provide to Law Enforcement or 911 Operator
The specific location of the active shooter
Number of Shooters
Physical description of shooters
Number and type of weapons held by shooters
Number of potential victims at the location

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

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

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

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

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

Biological or Chemical Release

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

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

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

* Dial "911" -- tell operator, 'This is (name of the caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is ( ). Please trace the call."
* Give any additional information needed by the operator. This must be done quickly. (The call cannot be traced once the caller has hung up.)

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

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

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

* Upon a decision to evacuate (principal and law enforcement), if one specific building has been threatened, it should be evacuated along with adjoining buildings and a search should be instituted by office staff.
* Avoid the use of the general alarm, if possible.
* Use the personal notification by designated persons or the PA system to evacuate the threatened rooms.
* If it is necessary to evacuate the entire school, use the fire alarm.

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

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

- The principal notifies parents of the situation.
- If students have been removed to an alternate/safe location for pick up.
- Resume school after the building(s) have been inspected and determined safe by proper authorities.
- Do not publicize the threat any more than necessary.

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

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

Unsafe School Conditions

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

Location:

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

Procedure for movement to shelter:

Walking or bus transportation depending on the emergency

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

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

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

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

The principal notifies parents.

The principal notifies the Superintendent/ District Emergency Preparedness Director.

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

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

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

Inside School

STAFF ACTIONS:
Report disruptive circumstances to principal/sit administrator.
Avoid arguing with the participant(s).
Have all students and staff leave the immediate area of disturbance.
Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or Law Enforcement.
Stay away from windows and exterior doors.

PRINCIPAL/DESIGNEE ACTIONS:
If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
Set up a communication exchange with the students, staff, and principal. Try to restore order.
If unable to calm students and violent or uncontrolled behavior is probable, notify police of the situation and request assistance.
Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School
PRINCIPAL/DESIGNEE ACTIONS:
Call 911.
Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads.
Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
Cancel all outside activities.
Maintain an accurate record of events, conversations, and actions.
Assign staff members to assist as necessary.

STAFF ACTIONS:
Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
Instruct students to DUCK, COVER AND HOLD, lie on the floor and keep students calm.
Care for the injured, if any.
Remain with students within locked classrooms until ALL CLEAR is announced over the PA system, regardless of bells and the school schedule.

Earthquake
When it is announced that a full evacuation is required, please quickly assemble your class, take your class roster, place a green or red sign in the window, have students leave their belongings in the classroom and lock the door, and proceed to the basketball courts for attendance.

At the basketball courts, line up with your sixth period class on your designated number/letter and take attendance. Teachers please hold up a red or green card and an Administrator will collect missing student forms. Only complete a “missing student form” if a student did not make it from the classroom to the basketball courts and those lists will be given to search and rescue.

From the basketball courts, an announcement will be made and the adults that have specific jobs will report to their designated areas. Everyone else will escort the students to the football field to line up by last name. Teachers will take roll and place an "X" on the student's hand to signal that they have been accounted for, then ask the student to be seated on the synthetic grass field.

Management: EOC Director, PIO, Safety Officer, Liaison should report to the Emergency Container to retrieve binder, then report to Command Center. Alternates should report directly to command center unless first in command is absent.

Operations: Section Chief should report to Command Center

Communication Team: Report to Staging Area and receive binder
Search and Rescue Team: Team leader report to Emergency Container and retrieve garbage can/binder
First Aid Team: Team leader report to Emergency Container and retrieve garbage can/binder
Student Release: Team leader report Emergency Container to retrieve binder
Assembly/ Shelter: Team leader report to Emergency Container and retrieve garbage can/binder
Maintenance/Fire/Site Security: Team Leader report to Emergency Container and retrieve garbage can/binder
Crisis Intervention Team: Team report to designated area

Logistics: Section Chief should report to Command Center

Staffing and Supplies: Team leader should report to Emergency Container and retrieve garbage can/binder (Disburse other binders in the can at the Staging Area)
Transportation Team: Team leader report to Emergency Container to retrieve binder

Planning/Intelligence: Section Chief should report to Command Center
Situation Status: Report to Staging Area and receive binder
Documentation Team: Report to Staging Area and receive binder

Finance/Admin: Section Chief should report to Command center
Recordkeeping Team: Report to Staging Area and receive binder

Field Coverage: Team leaders should report to Emergency Container to retrieve garbage can/binder.

Explosion or Risk Of Explosion
Explosion/Threat of Explosion
1. Personally execute Action DUCK, COVER AND HOLD upon the first indication of the explosion.
2. If the explosion occurred within the school buildings, immediately upon passage of the blast wave, initiate Action LEAVE BUILDING.

Threat of Explosion
1. Initiate Action LEAVE BUILDING.

Responsibility of Principal, Lead Teacher or School Office Manager

Unsafe School Conditions
* If Elsie Allen High School becomes unsafe, move students to a closest suitable alternate shelter.

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

Fire in Surrounding Area

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

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

If there is no need to evacuate the following procedures have been established.
Air Quality
1. Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.
2. The Principal will communicate to staff and students via the PA System when activities will remain indoors.
3. The Principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.
4. The principal notifies the Superintendent/ District Emergency Preparedness Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Emergency Preparedness Director and/or Law Enforcement.

Fire on School Grounds

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

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

Description:

- The fire alarm will sound.
- Teacher grabs their emergency bag.
- In all fire situations, teachers/staff members should assess the situation before exiting the classroom.
- Scan the area to look for possible danger and evacuation route changes that may be necessary. When a safe path has been determined, the class should exit to the evacuation area using a safe exit route.
- No students should exit before the teacher and students should leave behind all personal possessions.
- The teacher closes the door and leaves last.
- Teachers should check that all students are present and report findings on the Injured and Missing Person Report (pink card).

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

- Wait for additional directions from the administration

Flooding

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

Incident Commander

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

General Staff:

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

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

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

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

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

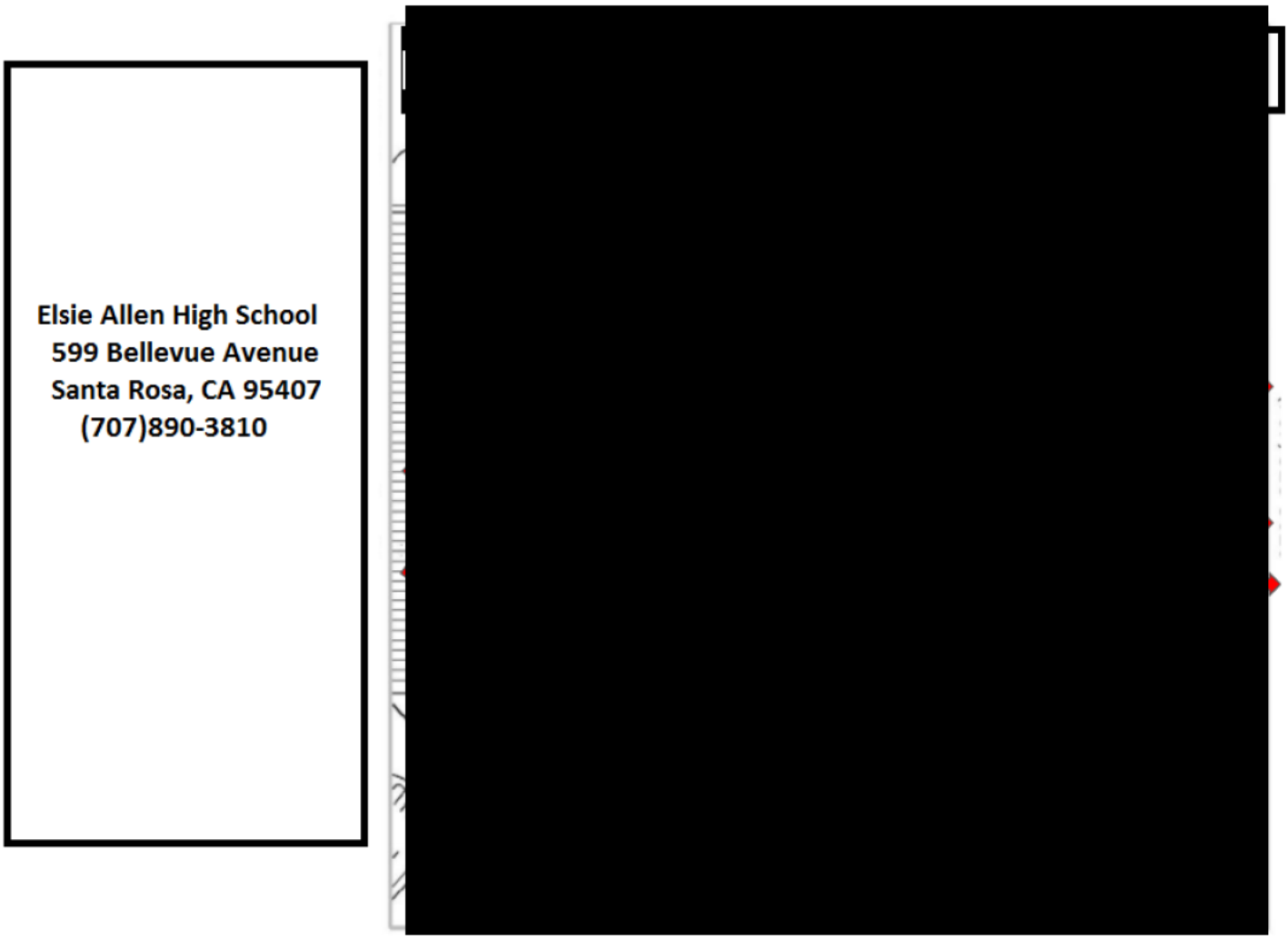
1. Follow the directions of emergency responders and the local public health department. If the entity is not in immediate danger from a wildfire, officials may recommend the campus shelter-in-place or take other actions (e.g., curtail outdoor activities). Schools, however, should be prepared to take 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