Comprehensive School Safety Plan

2026-27
School Year

School: Luther Burbank Elementary School 2026-27

CDS Code: 49709126052112

District: Santa Rosa City Schools

Address: 203 South A. Street
Santa Rosa, CA 95401

Date of Adoption: 2026/2027

Date of Update: 1/26/2026

Date of Review:

- **with Staff** 2/23/2026
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

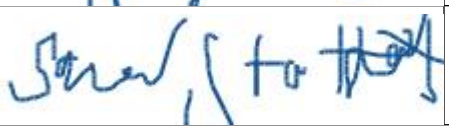
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Comprehensive School Safety Plan Purpose

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 Luther Burbank Elementary School Main Office, 203 A Street, Santa Rosa.

Safety Plan Vision

We at Luther Burbank strive to make our school a place where:
1. Student's individuality is respected and a positive self-image is nurture;
2. Parents, staff, and students develop positive relationships with mutual respect for one another;
3. A balanced educational program emphasizes acquiring and applying basic skills;
4. Communication between home and school is encouraged and developed;
5. Quality education for every student is based on individual needs and special abilities;
6. A safe environment is maintained through a discipline plan which emphasizes self-responsibility and adequate adult supervision.
A Parent and Student Handbook is given to each family which outlines the school Mission Statement: "Working Together Towards Success".
The handbook includes the following:
School's philosophy
Schedule

Emergency procedures authorization
Student drop-off and pick-up procedures
Visitors at school
Breakfast and school lunch program
Student transportation
Attendance (tardy policy, absences)
Releasing children from school
School to home communication
Behavior plan (which outlines appropriate actions throughout the campus)
Classroom discipline and school-wide discipline
Parent notification of behavioral issues
Cell phones and electronic devices
Nifty Kids Assembly, Bengal Bucks, and Lifeskills
School-wide common dress code and guidelines
Parent involvement (Parent Club, English Learners Advisory Committee, School Site Council, Volunteers, and Chaperones)
Report on student progress
Parent teacher conferences
Counseling
Healthy food at school
After school program
Lost and found and loss or damage to personal property
General Mills Box Tops for Education
Bike riding
Nurse's Office, Medication Authorization at school, and Immunizations
Disaster Procedures

Components of the Comprehensive School Safety Plan (EC 32281)

Luther Burbank Elementary School 2026-27 Safety Committee
The Luther Burbank Elementary 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.
Creating a Comprehensive District Risk Assessment Team (DRAT) Plan -
Ensuring the safety of our schools involves multiple components, including physical security, emergency management, psychosocial intervention, and violence prevention efforts in the form of a risk assessment process. This process begins with establishing a comprehensive targeted violence prevention plan. The plan includes forming a multidisciplinary risk assessment team, establishing central reporting mechanisms, identifying risk factors, antecedents and behaviors of concern, defining the threshold for law enforcement intervention, identifying risk management strategies, promoting safe school climates, and providing training to stakeholders. It can also help schools mitigate threats from a variety of individuals, including students, employees, parents or themselves.

Assessment of School Safety
An assessment of the current status of school safety at the school is based on compliance with state and district protocols and procedures and Youth Truth survey data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
The current administration and supervision staff at Luther Burbank Elementary School continues with a clearly defined discipline plan for addressing behavioral issues on campus. The school administration continues to seek restorative, logical consequences as an alternative to exclusionary discipline, in order to keep students on campus and engaged in learning. Students are expected to follow the BEST Plus school rules (Be Respectful, Be Responsible, Be Safe, Be Kind). Those breaking the rules will be given warnings, counseled, referred to Restorative Specialist, and/or assigned detention or suspensions.
The administration and all school staff continue to work diligently at building relationships within our entire school community, with a specific focus on building positive student-to-student and student-to-staff relationships. We believe that through this work, we will see fewer behavior incidents overall, particularly in the area of classroom disruptions. Through restorative practices and mediation, the administrators strive to help students gain an understanding of the impact of their behavior, and provide opportunities to repair the harm done to others or to the campus.

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

Support Staff at the Schools:
Counselors -
Psychologists -
Family Engagement Facilitators -
EL Specialists -
SOLL Counselors -
Restorative Specialists -

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

District and Community Safety Teams who meet on a regular basis:
District Behavior Threat Assessment Team (meets as needed to review students needing extra supports) - More detailed below
Safety Advisory Round Table (SART) meets monthly

Safe Routes to Schools (SRTS) meets monthly
The Santa Rosa Partnership Policy & Operations meet monthly
Santa Rosa Public Safety Working Meeting meets quarterly

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

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

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

Suicide Prevention with Risk Assessment Team and Staff
A fully integrated protocol, integrating this can be found at this link:
SRCS District Risk Assessment Protocol or https://docs.google.com/document/d/1xsJWcdZ6_Sl_kE4PKSFHzn_i4u1ntuxijZ5R3-9rLZI/edit?usp=sharing

Annual Safety Notifications
Firearm storage SB 906
As of 7/1/23, an annual notification that informs parents or guardians of California's child access prevention laws and laws relating to the safe storage of firearms is sent.

SB10 - Melanie's Law
Ongoing training in preventing and treating student opioid overdose (Narcan training)

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All school/district employees, administrators, and athletic coaches are mandated reporters. They are legally required to report all known or suspected cases of child abuse or neglect if there is "reasonable suspicion". No supervisor can impede or inhibit a report. Reporters' identity is confidential and they have immunity; failure to report is a misdemeanor.

Reports must be made immediately over the telephone to an appropriate local law enforcement agency (Police/Sheriff) or a county child welfare agency (County Probation/Welfare/Child Protective Services), followed by a written report. Reporting to a supervisor or the school does not satisfy this legal obligation.

All local educational agencies (LEAs) must annually train all employees (teachers, aides, classified, etc.) on identifying and reporting suspected child abuse. Proof of training is required within the first six weeks of each school year or employment. The California Department of Education (CDE) offers an online training module, but alternative methods are allowed if reported to CDE. School volunteers are also encouraged to report and receive training.

It is crucial to understand what constitutes child abuse (physical injury, sexual abuse, negligent treatment, willful harm) and how to identify potential warning signs (e.g., behavioral, physical, neglect, sexual abuse indicators). These signs should prompt further investigation and reporting obligations.

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

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

OBJECTIVES
This plan has the following objectives in an emergency:
1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

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

Adaptations for Students with Disabilities
California Education Code $\S 32282$, as amended by SB 323, establishes a clear mandate for schools to ensure the safety of students with disabilities in emergency and disaster procedures, including the requirement for developing an Individualized Safety Plan (ISP) when the general Comprehensive School Safety Plan (CSSP) is insufficient. The Comprehensive School Safety Plan's disaster procedures (routine and emergency) must include adaptations for pupils with disabilities in accordance with: The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.)Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794)The Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. Sec. 12101 et seq.)The annual evaluation of the CSSP must specifically ensure that the plan includes appropriate adaptations for pupils with disabilities

Key Requirements and Components of the ISP
The ISP is a student record intended solely for safety purposes and must be developed by a specific team with defined components.
1. Individualized Safety Plan Team Composition
The team convened to develop the ISP must consist of: A school administrator or designee, A parent or guardian of the pupil, a representative selected by a parent, or both. At the discretion of the parent/guardian or school, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel (e.g., a school nurse, behavior specialist).The pupil, whenever appropriate.

2.Required Components of the Individualized Safety Plan
The ISP must describe the adaptations to the comprehensive school safety plan that are necessary to reasonably ensure the safety of the student. These include, but are not limited to::

Alternative Procedures: Alternative evacuation routes, shelter-in-place procedures, and/or drop procedures specific to the pupil's disability (e.g., a student in a wheelchair facing away from windows, locking brakes, and protecting their head and neck during an earthquake).
Specific Equipment: Safety equipment specific to the pupil's needs (e.g., specialized evacuation devices, medical supplies, communication aids).
Training of Personnel: Additional training of school personnel required to execute the pupil's specific safety adaptations.
Logistical Support: Anticipated logistical support needed to reasonably ensure the pupil's safety during an emergency.

3. Record Keeping and Confidentiality
The school has a strict obligation regarding the ISP document:
A physical copy of the ISP must be provided to the parent or guardian.
Physical copies must be maintained in the school office and at any location where the school maintains supplies for emergency procedures.
The ISP is a pupil record, and its contents may be disclosed only to develop, maintain, or effectuate the plan, ensuring compliance with state and federal privacy laws.

Public Agency Use of School Buildings for Emergency Shelters
Board Policy 3156 and Administrative Regulation 1330 guides the use of school facilities and grounds as emergency shelters during disasters and other emergencies affecting the public health and welfare.

Emergency Facility Use & Procedures
In an emergency event where a shelter is needed, the following link can assist with the use of SRCS Online Facility Use Permits:

https://srcs.civicpermits.com/Account/Login

This procedure can be used to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency. The district office is notified and an agreement is signed between both parties which will formalize the usage.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
Board Policy and Administrative Regulation 5144.1 and 5144.2 govern suspension and expulsion, and schools utilize the Student Behavior, Intervention and Discipline Matrix for guidance.

The overall goal of recent legislation is to minimize the use and impact of suspension, recognizing that punitive discipline can remove students from the learning environment and disproportionately affect marginalized groups.

Suspension, including supervised suspension, should generally be imposed only when other means of correction fail to bring about proper conduct.

The superintendent or principal is encouraged to provide alternatives to suspension or expulsion. These alternatives should use a research-based framework designed to address and correct the pupil's specific misbehavior.

SRCS policies align with the intent of the Legislature that Multi-Tiered System of Supports (MTSS), which includes restorative justice practices, trauma-informed practices, and positive behavior interventions, be used.

The law provides an extensive list of suggested positive, non-exclusionary alternative practices.

SRCS practices and policies reflect that a student in kindergarten through grade twelve cannot be suspended or expelled based on willful defiance or disruption grounds (Education Code Section 48900(k)), with the exception of suspension by a teacher from the classroom per EC Section 48910. Suspension or expulsion cannot be imposed solely based on the fact that a student is truant, tardy, or otherwise absent.

If a student is suspended for two or more school days, the local educational agency (LEA) is required to provide homework assignments upon request of the parent, guardian, or student.

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

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

SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917) Each district is required to have adopted a written policy on sexual harassment and shall provide a copy of such policy, as it pertains to students, with the annual notification. Districts are also required to display such policies in a prominent location and include it in orientation for employees and students, and provide a copy of such policies to new and continuing students. For information on Santa Rosa City Schools Sexual Harassment Policy and Nondiscrimination/Harassment Policy please see Your Rights page on the SRCS website. Also, please refer to Board Policy 5145.7 Sexual Harassment (students) and Board Policy 5145.3 Nondiscrimination/Harassment.

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

Title IX / Gender Equity / Sexual Harassment / Discrimination (All Students):
Stacy Desideri
110 Stony Point ste. 105
Santa Rosa, CA 95401
(707) 890-3800 x 80413
sdesideri@srcs.k12.ca.us

Title IX / Sexual Harassment / Discrimination (All Employees):
Vicki Zands, Assistant Superintendent of Human Resources
110 Stony Point ste. 150
Santa Rosa, CA 95401
(707) 890-3800 ext. 80605
vzands@srcs.k12.ca.us

Complaints should be filed as soon as reasonably possible after the conduct in question has arisen. All complaints shall be promptly and thoroughly investigated.

Santa Rosa City Schools Sexual Harassment policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies. If questions arise concerning Santa Rosa City Schools' prohibition of sexual harassment, or any other form of unlawful discrimination, or the methods and procedures to be followed in the investigation of complaints, please contact the above referenced compliance officer(s)/Title IX coordinator(s).

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
Luther Burbank Elementary School's Dress Code can be found on pages 12-14 of the 2025-2026 Luther Burbank Parent and Student Handbook. This can be located digitally on our school's website at https://lbes.srcschools.org/for-parents/lbes-student-handbook

Luther Burbank Elementary School Dress Code:
All students must abide by the following dress code. Approval of a uniform waiver does not exempt students from following the General Student Dress Code. Please make sure that your child is clothed appropriately according to the elementary school environment.
Hats intended for non-religious or non-medical reasons are not permitted. Exceptions are beanies during cold weather and hats for specified field trips, and may only be worn outside of the buildings.
Strapless or spaghetti-strapped tops or dresses are not permitted.
Bare midriffs are not permitted, as well as shirts with back or chest cutouts.
Tank tops with large arm cutouts or low side openings are not permitted.
Meshed or see-through clothing is not permitted.
All skirts, dresses, and shorts must be at least fingertip length (mid-thigh).
Yoga pants and leggings are permitted as long as they are opaque and not see-through.
All pants and jeans must be free of excessive tears and rips. No pajamas.
Undergarments must not be visible. (Briefs, boxers, bras, training bras.) Pants must not sit below the student's hips.
All footwear must be closed-toe and have flat, hard soles. No slippers, sandals, flip-flops, or high-heeled shoes.
Gang-related clothing, jewelry, hairstyles, accessories, or other items are not allowed. This includes all red or royal blue items.
Sport team logos are permitted only for indicated Spirit Days.
Jewelry that could cause injury is not permitted. (Long, dangly earrings or large hoops.)
Makeup and false eyelashes are not permitted, as well as acrylic or stick-on nails. Nails must not be longer than 1/8 of an inch.
Clothing, backpacks, or other personal items may not have pictures or symbols that include, but are not limited to: Weapons, drugs, drug-related paraphernalia, gangs, violence, gore, bad language, suggestive, vulgar or obscene words or activities, racist, violent or derogatory remarks toward any group or individual, and other offensive visuals.
Other guidelines may be added as school officials deem necessary after obtaining information from community agencies and/or other resources.
Administration will determine the appropriateness of all clothing. All decisions are final.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
SAFE ENTRY INTO AND EXIT FROM SCHOOL:
Many of the streets near the school are busy, especially at the beginning and end of the school day. Utmost care should be used by pedestrians and bicyclists at each intersection. Special care should be taken on the school grounds. Students and parents need to be extremely careful dropping off and picking up their children on Sonoma Avenue and South A Street. Children should not run to or from vehicles. A drive through pick up and drop off is located in the staff parking lot accessible from South A Street.

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

RELEASING CHILDREN FROM SCHOOL:
A child may not be released to anyone other than a parent, guardian, or a person listed on the child's emergency card. A child may go home with someone other than those listed on the card if the child brings a note to the school or if the parent has called the the office to inform school staff on that day. Any note should be given to the office staff. If someone other than listed on the card arrives at the school to pick up a child, the child will not be released to that person unless the parent or guardian can be located to approve such release. Parents are requested to send a note to the school if the child will be leaving from school early. Adults must report to the office, and not the classroom. Children will be picked up in the office.

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

Component:
The following goals address the following Five Safe Schools Components:
- Know your students

- Create a nurturing physical environment
- Create a caring and effective management structure
- Create a caring and connected school climate
- Integrate school safety with all other school plans

Objective 1: A variety of activities will be planned that represent the diversity of the school and the community, and is reflected in the social studies standards and the visual and performing arts frameworks.
Activity 1: Students will attend at least one assembly or go on at least one field trip which includes content that is reflective of diverse historical or cultural expressions.
Activity 2: As appropriate and relevant, the school will disseminate or post community events and/or functions. Staff will be encouraged or invited to attend events in the community that may include their students.
Activity 3: Representative from site will participate in Tier I and Tier 2 District meetings, and site discussions will occur to address school climate, bullying, student safety and create and modify a plan for student behavior

Element:
School safety is enhanced when all staff have been trained to provide students with a sense of belonging and inclusion in the school community.

Opportunity for Improvement:
Continue to emphasize and train staff to convey consistent messaging regarding school rules and positive reinforcement. Expand professional development opportunities that support staff in learning and applying trauma-informed de-escalation practices.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All staff will be trained in school-wide safety practices.	Conduct regular inservice safety workshops to train all staff in Toolbox and Restorative Practices. Obtain feedback from staff to improve safety systems.	MTSS, Toolbox, Restorative Practices, Lifeskills	Counselor/SSA/Principal	Principal
Provide professional development opportunities to educate staff on trauma-informed de-escalation practices.	Administrator will work with the district and other community resources to seek out professional development opportunities.	District supported PD, community resources via Community Schools Coordinator	Principal/Community Schools Coordinator	Principal

Component:
The following goals address the following Five Safe Schools Components:
- Know your students
- Create a nurturing physical environment
- Create a caring and effective management structure
- Create a caring and connected school climate
- Integrate school safety with all other school plans

Objective 2: The school will regularly recognize students who exemplify positive values and leadership. Efforts will be made to acknowledge students with improved conduct and behavior.

Element:
Activity 1: Students will be provided a variety of leadership opportunities that promote student responsibility and democratic values through such activities as student council, class officers, class meetings, and the Conflict Manager program.
Activity 2: School-wide character education themes, such as Lifeskills will be reinforced. Students will be publicly recognized for their actions, and Nifty Kid awards and recognition may be included.
Activity 3: The principal and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior.
Activity 4: The activities that support these goals are included in the school's Comprehensive School Site Plan which is submitted to the District. The plan will include funding sources to support assemblies, field trips, instructional materials, books, and student recognition.

Opportunity for Improvement:
School safety is enhanced when all children have a sense of belonging and inclusion in the school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be honored for demonstrating outstanding character, leadership skills, and resiliency. Focus will be on student engagement in school.	Nifty Kids Assembly that includes student awards. Re-engagement Team and CARE Team to follow-up with students when needed.	Student Incentives, Tier 1 and Tier 2 Teams, Toolbox, Restorative Practices, Lifeskills.	Counselor/SSA/Principal	Principal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Luther Burbank Elementary School 2026-27 Student Conduct Code

Luther Burbank Elementary School students will show respect for one another, allow teachers to teach and students to learn, and conduct themselves so that everyone can come to school each day feeling safe and ready to learn.
People in the school should conduct themselves in such a way as to not hurt others on the "outside" on their physical being or the "inside" with words. Children are expected to conduct themselves in travel or play in such a way that they are not hurt or that they don't hurt anyone else. Behavior which threatens the emotional or physical well being of other students , staff, and volunteers cannot be tolerated.
The following guidelines and rules are meant to insure a safe learning environment for everyone at school:
• Respect other people's property, bodies, and feelings.
• Follow directions and cooperate with others.
• Use language which is respectful and courteous.
• Play safely and only in areas with adult supervision.
• Honestly accept responsibility for one's actions. The following are NOT allowed:
• Unnecessary noise, talking, or physical contact which is disruptive.
• Refusing to follow the directions of any school staff members.
• Play which is unsafe and not in a supervised area.
• Littering and not picking up after oneself.
• Foul language which offends or hurts others.
• Threats or harassment.
• Stealing or damaging school or personal property.
• Fighting or other unsafe and inappropriate physical contact.
• Tobacco, alcohol or illegal drugs.
• Knives, firearms, firecrackers or other dangerous objects
Possible interventions and consequences for not following the rules. This is not an exhaustive list:
• Each teacher has classroom consequences for misconduct which may include ignoring minor misbehavior; non-verbal warnings and cues; warn student privately;
name on board to conference with teacher later; time-out; recess detention: parent contact/conference; "Verbal warning".
• Student(s) solve problem or game ends/equipment or privilege taken away
• Time-out from activity/play area
• Restriction from activity or play area
• Refer to principal
• Parent contact or conference
• Parent comes to school to accompany student in class or during lunch
• Refer to Student Study Team, counseling or restorative practices
• Behavioral agreement
• School service
Suspension
• Refer to district for expulsion recommendation
Other possible interventions and consequences for not following the rules. This is not an exhaustive list:
Verbal Warning
• Inappropriate language unless vulgar or threatening
• Students solve problem or game ends/equipment or privilege taken away
• Verbal disagreements
• Failure to follow bicycle/helmet rules
Time-out from activity/play area (sit on assigned bench)
• Excessive roughness in game or on equipment
• Failure to heed previous warning
• Verbal altercation between students
Restrict from playground
• Student leaves time-out area or is causing trouble in time-out area
• Student repeats unsafe behavior
• Failure to follow staff directions
• Pushing/shoving
• Assigned by teacher
• Defiance of school authority
• Minor physical altercation, harassment, threat
• Unsafe playground behavior

• Failure to follow directions/rules
Detention - Referral to Principal
• Need for immediate counseling/problem-solving
• Fighting, continual harassment, continual threats
• Chronic misbehavior
• Lewd, obscene, or vulgar language
• Serious defiance of school authority
• Theft or vandalism
• Potential suspendable offenses
Bus Citation/Suspension
• Warning for first bus referral
• Subsequent referrals will result in suspension bus privileges
• 4th citation will result in loss of bus privilege for remainder of school year
Suspension/Expulsion
• Extreme defiance, physical aggression, or profanity directed at staff
• Theft or vandalism
• Habitual profanity, lewd behavior or sexual harassment
• Possession or use of illegal substances
• Robbery extortion, or serious threats to cause harm
• Possession of weapons or dangerous objects
See appended information on district's procedures for handling suspensions and expulsions. Also refer to district discipline Policies and Administrative Regulations 5144.
Note: Consequences may vary depending on circumstances and/or age/grade of student
Classroom: Teachers should immediately establish guidelines and rules for appropriate student conduct. These should be communicated verbally, posted in writing, and shared with parents. They are most effective when they are few in number, regularly reinforced, and are part of a positive classroom environment. In most cases, consequences in the class and parent contacts work best. Referral to the office should be for offenses, which are serious or chronic in nature. Teachers may also use recess, lunch or after school detentions.
Assemblies: Students are expected to sit with their classes in assigned areas, to conduct themselves properly and not get up and move around. Talking during performances, yelling, and whistling are not acceptable. Students should be warned and/or directed to the office if behavior is disruptive. Review conduct prior to events.
Playground
• Play in areas supervised by adults, including the climbing apparatus area. No playing in and around the restrooms, between the portable buildings, or around the
bicycle racks.
• Buildings are off limits during recess and when unsupervised.
• Except in an emergency, students must have a pass to come to the office.
• Playing with balls or running in the play structure area is not permitted.
• Children should remain on the playground until bell rings (unless raining).
• No freeze at the 8:00 bell. Freeze applies at all other bells. Students are to remain still after the bell until they hear the whistle to walk to class line.
• When recess is over, students are to walk to class and line up in a quiet and orderly fashion.
• On rainy days, students will remain in their classrooms. They will also be supervised in their classes at recess and lunch.
• Students are to eat at tables/areas and remain seated until excused. The tables and eating areas must be clean before students will be dismissed.
• Maintain a clean school by throwing garbage away and not littering.
• No hanging on tether balls.
• No climbing fences, railings, or backstops.
• Chasing, tackling, pile-ups, pushing or other types of unsafe behavior are not permitted.
• Throwing rocks, gravel, sawdust and other objects is dangerous and not permitted.
• No locking out students from games.
• No running in areas other than playground.
• If you are hurt in any way, report to a teacher or yard duty supervisor first. Then, if necessary, go to the office for first aid.
Equipment
• No bouncing of balls anywhere except on playground and play field.
• Hardballs are not permitted at any time.

• Softball may only be played in an organized, adult-supervised game
• Skateboards and roller blades are not permitted.

Use of Playground Apparatus

All children using the Physical Fitness Apparatus will be qualified, understand the safe use, and cooperate in protecting themselves and others. This is to allow children to find their own limits without undue pressure from others, and to discourage particularly aggressive children from heights until their ability matches their confidence. Teachers would also remember to check each new child's ability entering during the year. All children will stay off the physical apparatus until they have been certified by their teacher that they have demonstrated their understanding of the following safety conditions. Plan to check the children as early as possible, except kindergartners, who should be checked in the spring.

• Hands and bars should be dry; on dry days hands can become damp from perspiration and from moisture beneath the ground shavings.

The area under the apparatus is kept clear; a child who drops to the ground should not linger.

• Physical Fitness area and apparatus may be used only under the direct supervision of a qualified supervisor, by qualified or qualifying children.
• Nearby children should report injuries to the nearest adult immediately; injured children should remain in place.
• Nothing should be tied or attached to any apparatus.
• Use equipment only with a secured shoe, nothing sharp in pockets, and without eating or chewing.
• Children should keep their hands and feet to themselves when on the equipment.
• When waiting for tum, wait in line.
• Only go down slide, and one person at a time.
• Only stunts permitted where hands are in contact with the apparatus.
• No moving or throwing of shavings.

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

SCHOOL BUS GUIDELINES

Bus and van riders are expected to follow driver's directions at all times and be courteous to other passengers. Children issued citations are counseled by the principal and expected to bring back a copy of the citation signed by a parent the following day. Each year, parents receive a copy of the rules on the bus and at the bus stop as part of their application for a bus pass.

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

BICYCLE SAFETY

Children in grade 3 through 6 may ride their bicycles to school. Bike helmets are required of all students using bicycles. Anyone using their bicycle in an unsafe manner will not be allowed to bring their bicycle to school. Bicycles are to be walked on school sidewalks and on the campus at all times. Bicyclists must walk their bicycles at crosswalks near the school and must wait for the directions of the crossing guard. They should be left alone in the bicycle rack area once the bicycle is parked. Students are not allowed in the bicycle area during the school day. Locks and licenses are recommended.

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

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

Luther Burbank Elementary School's Behavior Expectations can be found on pages 8-11 and page 17 of the 2025-2026 Luther Burbank Parent and Student Handbook. This can be located digitally on our school's website at https://lbes.srcschools.org/for-parents/lbes-student-handbook

Conduct Code Procedures

Santa Rosa City Schools refers to the Student Behavior and Discipline Matrix 2025 for a calibrated and system-wide restorative approach to discipline.

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

Non-Discrimination Statement

The Santa Rosa City Schools District prohibits, at any district school or school activity, discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, national origin, race or ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, medical information or association with a person or a group with one or more of these actual or perceived characteristics. This shall apply to interns, volunteers, and job applicants when applicable.

The District Equity Compliance Officer(s) may be contacted at: the District Equity/Discrimination officer(s) may be contacted at:

District Equity/Discrimination (All Students):
Stacy Desideri
110 Stony Point ste. 105
Santa Rosa, CA 95401
(707) 890-3800 x 80413
sdesideri@srcs.k12.ca.us

District Equity/Discrimination (All Employees):
Vicki Zands, Assistant Superintendent of Human Resources
110 Stony Point ste. 150
Santa Rosa, CA 95401
(707) 890-3800 ext. 80605
vzands@srcs.k12.ca.us

Complaints should be filed as soon as reasonably possible after the conduct in question has arisen. All complaints shall be promptly and thoroughly investigated.

Santa Rosa City Schools' Sexual Harassment policy is intended to supplement, and not replace, any applicable state and federal laws and regulations. Formal complaints under those laws and regulations shall be processed through the procedures established by applicable state and federal agencies. If questions arise concerning Santa Rosa City Schools' prohibition of sexual harassment, or any other form of unlawful discrimination, or the methods and procedures to be followed in the investigation of complaints, please contact the above-referenced District Equity/Discrimination coordinator(s).

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

Per Board Policy 5131.2, 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 district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Opioid Prevention and Life-Saving Response Procedures

This plan provides a structured approach for opioid prevention, response, and intervention in accordance with California Education Code § 49414.3 and § 49423.1, California Department of Education recommendations, and Board Policy 5141.21 and Administrative Regulation 5141.21, this plan is designed to protect students, staff, and visitors by addressing opioid-related risks and ensuring prompt life-saving responses in school environments and includes:

1. Prevention Strategies

a. Education & Awareness

* Implement evidence-based opioid prevention curricula in health education classes.
* Conduct annual training for students, staff, and parents on opioid risks, including fentanyl dangers.
* Display information and resources about opioid dangers and available support services.

b. Partnerships & Community Engagement

* Collaborate with local health departments, law enforcement, and community organizations to enhance prevention efforts.
* Provide parent workshops on substance abuse prevention and intervention strategies.
* Engage peer support groups for at-risk students.

2. Life-Saving Response Procedures

a. Emergency Protocols for Suspected Overdose

* Recognize Symptoms – Signs of opioid overdose include slow or no breathing, blue lips/nails, unresponsiveness, and pinpoint pupils.
* Call 9-1-1 Immediately – Report a suspected overdose and follow dispatcher instructions.
* Administer Naloxone (Narcan) – If available, trained staff should administer intranasal naloxone following CDE guidelines.
* Perform Rescue Breathing/CPR – If the individual is not breathing, initiate rescue breathing or CPR as needed.
* Monitor & Support – Stay with the individual, monitoring for responsiveness and signs of improvement.
* Inform Parents/Guardians – Contact the student's emergency contacts as per school policy.
* Incident Reporting – Document the response in accordance with district and CDE policies.

3. Naloxone (Narcan) Availability & Training

a. Schools will stock naloxone kits in designated areas (e.g., nurse's office, front office, security stations).
b. Staff training (including school nurses, administrators, and volunteers) on naloxone administration will be conducted annually.
c. Good Samaritan protections apply to staff administering naloxone in good faith.

4. Post-Incident Follow-Up & Student Support

a. Provide counseling and substance use intervention for affected students.
b. Refer students to community treatment programs as needed.
c. Conduct a debriefing with staff and responders to assess response effectiveness and identify areas for improvement.
d. Offer re-entry planning and support for students returning to school after substance use treatment.

5. Staff Roles & Responsibilities

a. School Nurses & Health Personnel: Primary responders, oversee naloxone administration and training.
b. Administrators: Ensure compliance with state laws and facilitate staff training.
c. Teachers & Staff: Recognize signs of opioid use/overdose and follow emergency protocols.

6. Communication & Reporting

a. Maintain confidentiality while ensuring appropriate notifications.
b. Submit incident reports per school district and state requirements.
c. Notify local health agencies for additional support and monitoring trends in opioid use.

7. Review & Continuous Improvement

a. Conduct annual policy reviews to ensure alignment with updated laws and best practices.
b. Perform annual training for opioid overdose response.
c. Gather feedback from staff, students, and community partners to refine strategies.

Response Procedures for Dangerous, Violent, or Unlawful Activities
In accordance with Education Code 49393, any school official who is alerted to or observes any threat or perceived threat of homicide or high-level violence shall immediately report the threat to local law enforcement.

The report shall be made immediately and shall include copies of any documentary or other evidence associated with the threat.

If multiple officials observe the same threat, a single joint report may be filed; however, if the designated reporter fails to act, all other officials with knowledge of the threat must ensure a report is made.

Upon notification of a threat, [School Name] will activate its Threat Assessment Team (consisting of administration, law enforcement, and mental health professionals) to determine the validity and severity of the threat per EC 49394. This assessment may include a search of the school site if justified by reasonable suspicion

As of July 1, 2024, California schools (as employers) must also maintain a Workplace Violence Prevention Plan (WVPP). This document is available in the Attachments section.

Continuity of Operations
Luther Burbank Elementary School

Continuity of Operations Plan (COOP), ensures the continuation of the district and school's essential functions and provides uninterrupted services during emergencies of all-hazard types or any situation that may disrupt normal operations. This includes continuous training, leadership in safety positions and regular safety meetings to update and inform the district administration. This is especially important due to administrator and staff turnover every year at our schools.

Safety trainings are ongoing throughout the school year through the following:

-Monthly Safety Team meetings.
-Regular attendance to trainings through sessions offered by SCOE and RESIG.
-Monthly administrator training focusing on specific areas of communication, emergency protocols, safety protocols, medical training, etc.
-PD Days where specific sessions are dedicated to safety training such as Stop the Bleed, first aid, Narcan use, etc.
-Staff meetings to discuss and evaluate emergency drill performance.
-Monthly District and Community Safety Team meetings such as Safety Advisory Round Table (SART) and Safe Routes to Schools (SRTS) to discuss and communicate safety needs and improvements around our school community.
-Quarterly meetings with Santa Rosa Public Safety to collaborate and obtain knowledge of updated emergency and safety protocols with the local police and fire departments

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Santa Rosa City Schools complies with California Education Code §234.7, as amended by the Safe Haven Schools Act (AB 49, 2025). We uphold every student's right to a free public education regardless of immigration status and establishes procedures to:
Protect the privacy and confidentiality of students and families.
Regulate access to school sites by immigration enforcement authorities.
Safeguard educational records in accordance with FERPA (34 C.F.R. §99.31(a)(9)(ii)).
In addition, we will implement clear communication protocols, provide staff training, and conduct annual reviews to maintain compliance with state law and the Attorney General's model policies. We will incorporate this board policy and its accompanying administrative regulation 5145.13 into all Comprehensive School Safety Plans (CSSPs) by March 26, 2026, and maintain it in effect until January 1, 2031.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Upon confirming the presence of federal immigration enforcement on or near the school site, the Principal or designee shall:

Notification: Within 60-90 minutes, notify all teachers, staff, parents, and guardians via the school's emergency alert system, Parent Square.

The notification will include:

The date and time the enforcement was confirmed.

The specific location of the enforcement activity.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

To ensure that families have access to the support and resources they need, the SRCS Safe Haven manual includes not only the full resolution to support families, but it also outlines how we will address concerns as well as essential resources for parents. Our goal is to empower families with knowledge and tools, reinforcing that they are not alone and that we stand beside them every step of the way. We firmly believe that every student and family deserves to learn, grow, and thrive without fear.

Privacy Constraint

The notification shall not include any personally identifiable information.

Privacy Protections: The notification shall not include personally identifiable information of any student or staff member.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

All teachers, staff, parents, and guardians will be notified via the school's emergency alert system, Parent Square.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

A hyperlink to the district's "Safe Haven" policy and resources will be shared with SRCS community and families.

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

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State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance with this plan aligns with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website.

Procedures Regarding Pupil Smartphone Use During Emergencies

During the 25-26 school year, the board implemented a revised BP 5131.8 addressing student cell phone use while at school per AB 962.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Between January 2025 and January 2026, 2 student surveys have invited student input on the impact of cell phones in school and policy development. An equivalent survey has been shared with staff, to invite their engagement as well. Two high schools implemented a pilot program, and the outcome of their pilots helped inform the board on their development of new board policy.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

With the new board policy, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances: (Education Code 48901.5, 48901.7)

In the case of an emergency, or in response to a perceived threat of danger

When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator

When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

When the possession or use is required by the student's individualized education program

Safety Plan Review, Evaluation and Amendment Procedures

Review and Evaluation:

- The CSSP must be evaluated and amended as needed and at least once each year, to ensure the plan is properly implemented.
- The School Site Council (SSC) or safety planning committee is responsible for regularly reviewing the plan. This process should include conducting regular safety/security site assessments.
- The SSC/Planning Committee must annually consult with a representative from a law enforcement agency, a fire department, and other first responders when updating the CSSP.

Amendment, Adoption, and Approval Timeline:

- Each school must review, update, and adopt its CSSP by March 1 every year.
- Before adopting the plan, the SSC/Planning Committee must present the school safety plan at a public meeting at the school site that allows for public opinions. The community should be notified of this public meeting through various modalities (email, blogs, marquee, etc.).
- Once adopted, the plan must be submitted to the school district or County Office of Education (COE) for approval.
- The CSSP, and any updates made to the plan during the year, must be shared with the law enforcement agency, the fire department, and other first responder entities.
- Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with the requirements.

Safety Plan Appendices

Emergency Contact Numbers

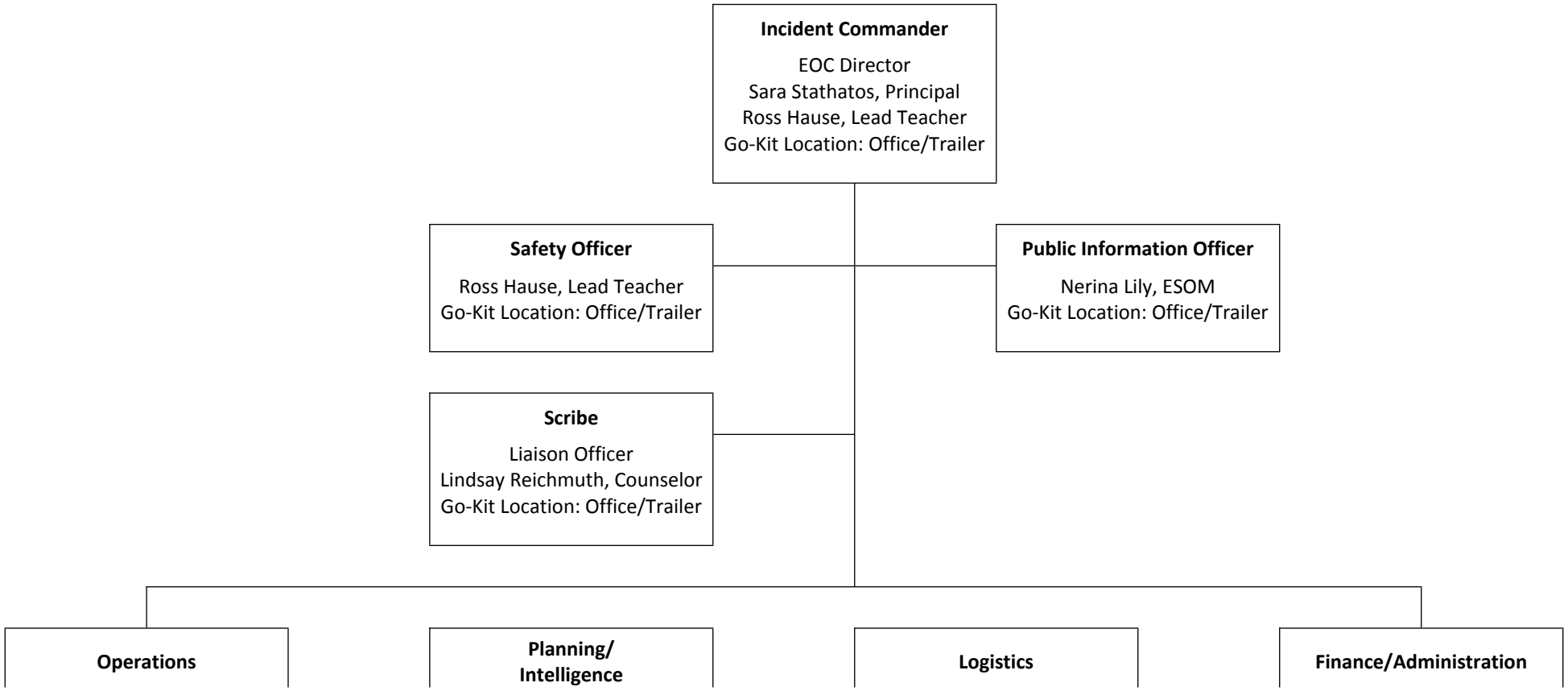
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire and EMS Dispatch	911 or 707-568-5933	Emergency Redcom Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	911 or 707-543-3500	FIre
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency
Law Enforcement/Fire/Paramedic	SR Police Non-Emergency Dispatch	707-528-5222	Non Emergency
School District	Office of the Superintendent	707-890-3800 x 80105	Lisa August, Interim
School District	SRCS Communications Public Information Officer	707-890-3800 x 80305	Patrick Gannon
Public Utilities	PG&E	1-800-743-5002	Electrical, Gas, Outages
Public Utilities	SR Utilities Dept. (Water	707-543-4200	Water
Other	Animal Control (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)
Present Comprehensive School Safety Plan to the School Site Council and gather input.	1/28/26 - (2:40 - 3:40)	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the ELAC and gather input.	1/9/26 - (8:30 - 9:30)	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the School Safety Committee and gather input.	1/28/26 - (2:40 - 3:40)	Signature required on Cover Page of CSSP
Train school staff on components and implementation of the CSSP annually	2/23/26 - (1:40 - 2:50)	

Luther Burbank Elementary School 2026-27 Incident Command System



Tori Denna, Section Chief
Light Search and Rescue Team:
1. Irene Gilchriese
2. Kelly Grudzien
3. Alicia Hicks
4. Alicia Hernandez
Maitenance/Fire/Site Security:
1. Bob Vaughn
2. Brett Ainsworth
3. Silas Martin
4. Joseph Manning
Assembly and Shelter Team:
1. Heather Rosales
2. Diane Reyes
3. Jack Marker
Communication Team:
1. Viviana Ceja
2. Monica Barajas
3. Holly Cumbie
Crisis Intervention Team:
1. Connie Freeman
2. Erika Hansen
3. Tina Geffner
4. Anthony Zamora
5. Jeanna King-Ruppel

Anne West, Section Chief
Situation Status Team:
1. J'amie Cerino
2. Sophia Tsurumoto
3. Emma Coria
4. Devyn Gilman

Maria Campos, Section Chief
Staffing and Supplies:
1. Angelica Moreno
2. Dawn Kopshever
3. Lisa McKee
4. Christina Frost
5. Jocelyn Huerta

Nerina Lily, Section Chief
Viviana Ceja, Alternate
Recordkeeping Team:
1. Cynthia McDaniel
2. Debbie Rummel/Lori Lapham
3. Melisa Silva
4. Kaitlyn Watts

First Aid & Search
Teacher A
1. Heather Ginnever, Nurse
2. Annie Martinez
3. Lana Kriner
4. Pam Karbowski

Student Release & Accountability
TeacherB

1. Marcruz Meza
2. Jordan Martin
3. Tina Pena

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
Initiate Incident Command System

Step Two: Identify the Level of Emergency
Coordinate with Incident Command team, District and City Services to determine the level of emergency

Step Three: Determine the Immediate Response Action
Using the Essential 5, determine the immediate response

Step Four: Communicate the Appropriate Response Action
Working with District Incident Command and SRCS Public Information Officer, create a communication plan.

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 Incident Command.

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 Incident Command.

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 predominantly 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 Incident Command 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 into 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 are 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 Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command 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, and use duct tape (from Red Emergency bags) to seal off all seams on the doors and windows.
3. The principal notifies the Superintendent/ District Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.
4. The principal arranges for the evacuation of students and staff to a safe location if warranted.
5. The principal advises parents of the removal of students to an alternate location.
6. Students released to parents from alternate/safe locations.
7. All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release and reunification information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

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

* Dial "911" -- tell operator, 'This is (name of the caller) from [School Name] 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 Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.

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

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

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

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

1. The principal may also decide to call the fire department or police, if, in his/her opinion is warranted.
2. The principal notifies parents of the situation.
3. If students have been removed to an alternate/safe location for pick up.
4. Resume school after the building(s) have been inspected and determined safe by proper authorities.
5. Do not publicize the threat any more than necessary.

*A written threat should be turned over to the police department.
**Individual receiving the call should complete the Bomb Threat Report

Unsafe School Conditions

* If [School Name] School becomes unsafe, move students to a closest suitable alternate shelter.

Location: [list alternative location]

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 Incident Command.

Cardiac Arrest

In accordance with Education Code 32282 and AB 2887, Luther Burbank Elementary School maintains procedures to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening medical emergency. These

procedures integrate evidence-based core elements, including CPR training and AED placement, following nationally recognized emergency cardiac care guidelines.

Recognition: Recognize signs of SCA: unresponsive, not breathing normally (or gasping/gurgling), or seizure-like activity.

Activation: Immediately call 9-1-1. Provide the school address, specific room/location, and the patient's condition.

CPR: Begin immediate "Hands-Only" CPR (pushing hard and fast in the center of the chest) until the AED or EMS arrives.

Defibrillation: Retrieve the nearest AED. If the person is unresponsive and not breathing, turn on the AED and follow the voice prompts immediately.

Transition: Designate a staff member to meet EMS at the school entrance and lead them to the victim's location.

Training: The principal shall notify all staff annually of the location of all AED units on campus. AEDs are located at: [Insert specific locations, e.g., Front Office, Gym, Athletic Field]. AED training will also be given annually to staff.

Maintenance: AEDs shall be inspected at least every 90 days and after each use to ensure operability. A log of these inspections will be maintained by the school health technician and school nurse.

Athletics: The school shall collect and retain a signed "SCA Information and Acknowledgment Form" from every student-athlete and parent annually before participation. Coaches will be complete an SCA prevention training course every two years, including a return-to-play procedure.

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

Inside School

STAFF ACTIONS:
Report disruptive circumstances to principal/site 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
Before (Mitigation & Training)
Hazard Mitigation: The Superintendent or designee shall identify and minimize potential hazards, such as securing heavy furniture, removing heavy objects from high shelves, and ensuring all gas and utility shut-offs are clearly marked and staff are trained in their use.

Training Program: All certificated and classified staff shall receive annual training on the Earthquake Emergency Procedure System.

Drill Frequency: Drop procedures shall be practiced at least once per quarter in elementary schools and once per semester in secondary schools.

During (Immediate Action - Great ShakeOut)
When the ground begins to shake, or the "Great ShakeOut" signal is given, staff and students shall:

DROP: Get down on hands and knees to avoid being knocked down.

COVER: Take cover under a sturdy desk or table. If no table is nearby, move to an interior wall and away from windows or hanging objects.

HOLD ON: Hold onto the leg of the table or desk until the shaking stops. If it moves, move with it.

SILENCE: Students shall remain silent and await instructions from the teacher or administrator.

After (Evacuation & Assessment)
Wait: Do not evacuate until the shaking has completely stopped.

Assess: Teachers will perform a quick visual check for injuries and immediate hazards (e.g., gas smells, fires) before moving.

Evacuate: Using designated routes (considering students with disabilities), classes will move to their evacuation zone if safe.

Accountability: Teachers must carry their "Go Bag" and class roster. Once at the evacuation zone, they will report the status of all students to the Incident Commander using established communication protocols (e.g., Red/Green status cards).

3. Board Policy & Mass Care (BP 3516)

The school site shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

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 EVACUATION.

Threat of Explosion
1. Initiate Action EVACUATION.
Responsibility of Principal, Lead Teacher, or School Office Manager

Unsafe School Conditions
* If [name] School becomes unsafe, move students to the closest suitable alternate shelter.

Location: [Insert Location]

The principal notifies the Superintendent/ District Incident Command.
The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command 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 Incident Command 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 Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command 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 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 Incident Command 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.

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 Incident Command 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 Incident Command.
4. Instruct on the means by 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 Incident Command.
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 Incident Command.

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 Incident Command. 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 Incident Command.

During the School Day
If the loss of power is during school hours students will remain at school until the end of the school day. All after school activities and programs will be canceled.
Assess food preparation facilities
Estimate the number of persons requiring shelter and for what period of time
Assess the adequacy of available water, food, blankets, and other supplies
Control conservation of water
Establish a list of all persons on campus and determine any special needs.
Report additional equipment and supply needs to the District Emergency Operations Center (EOC)
Set up portable latrines as needed

Before the start of the School Day
If the loss of power is before the start of school hours, the Superintendent will make the decision to close schools.
The principal will send a message via the message system to the school community (parents and staff) in English and Spanish.
The SRCS District Office may also choose to send a message to the school community if multiple sites will be closed due to the loss or failure of utilities.

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

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

PRINCIPAL/DESIGNEE ACTIONS:
Notify the police and fire department (CALL 911).
Determine immediate response procedures, which may include EVACUATION or OFF-SITE EVACUATION which may include the use of busses or alternate transportation.
Arrange for first aid treatment and removal of injured occupants from the building.
Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine the extent of injuries.

Notify the Superintendent/ District Incident Command.
The decision to relocate students will be made by Law Enforcement/Principal/Superintendent/District Incident Command.

Follow the Student Request and Release Procedures if school dismissal is warranted by the Office of the Superintendent/ District Incident Command.
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 Incident Command 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 Incident Command.
The decision to evacuate students off-site will be made by the Principal/Designee/Law Enforcement/Superintendent/District Incident Command.

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

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

Call 911 and notify the District Superintendent/District Incident Command when it is safe to do so.

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

Unlawful Demonstration or Walkout
Prohibited Activities
A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:
1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)
(cf. 5145.2 - Freedom of Speech/Expression)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:
a. Organizing or participating in unauthorized assemblies on school premises
b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
c. Interfering with or unauthorized use of the district's computer system

In the event that an unlawful demonstration or walkout is planned, the principal notifies the Superintendent/District Incident Command.

Wildland/Urban Interface Fire

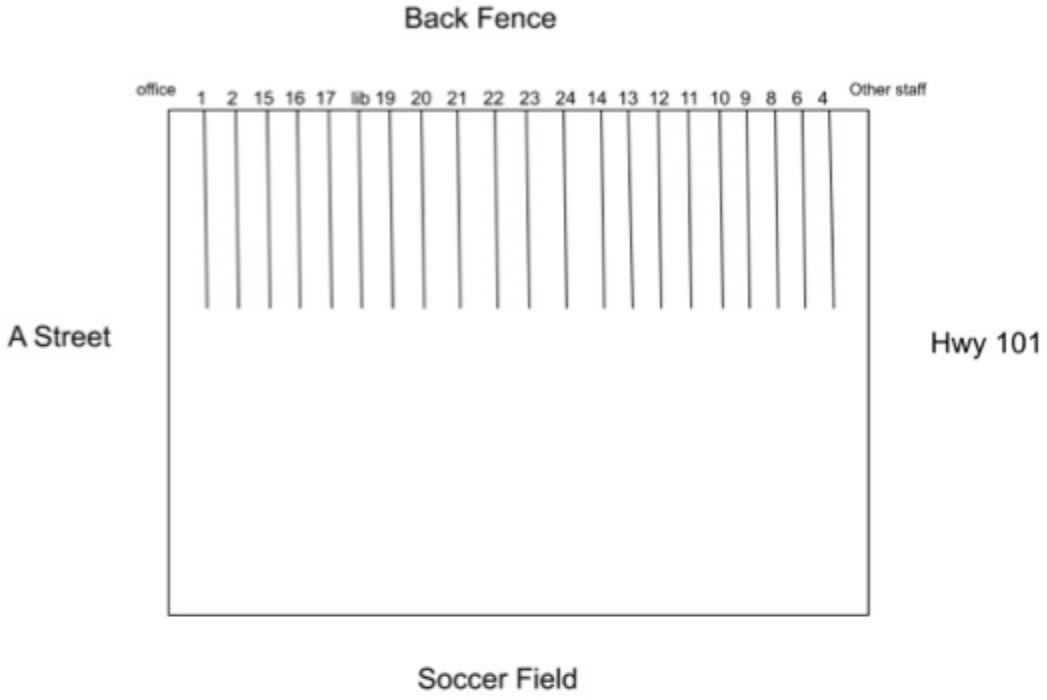
Wildfires or Wildland/Urban Interface Fires have occurred almost on a yearly basis around Sonoma County and or nearby local counties and schools may have a lot of warning about a wildfire that may affect their location, or they may have very little time to respond. In the response phase, the principal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



Evacuation Map
During an emergency evacuation, grab your red emergency bag and walk your class to the blacktop area beyond the soccer field. Line up on the line designated for your classroom number. Take attendance to ensure all students and staff members are accounted for. If any are missing, please write their names on the RED side of the card. If all are accounted for, please hold up the GREEN side of the card located in your red emergency bag.

- In the event of an emergency we will communicate with families through phone, text, email, ParentSquare, Facebook and the school website.
- Parents will follow student release signs in the staff parking lot. Parents will be directed through for student pick up
- Parents will remain in the car. Students will be brought to the cars by staff members
- Sign your student out and depart.



Quick Reference Guide

Burbank Elementary School
Emergency Exit Routes



H:\LINDA\Burbank Files\STAFF INfO\Emerg Routes ExcelSchoolMap 13-14

Discipline Matrix

To use, match the behavior with the Violation of the California Education Code. Identify where this student is in the progression, and implement both an intervention as well as a consequence. Pay attention to Law Enforcement Notification or other mandatory steps.

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Physical Injury
48900(a)(1) Caused, attempted to cause, or threatened to cause physical injury on another person.

48900(a)(2) Willfully used force or violence upon the person of another, except in self-defense</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
May Suspend (0-3 days)</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
May Suspend (2-3 days)</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
May Suspend (3- 5 days)</td><td rowspan="2">Full investigation with student statements, witness statements
First Aid offered to all parties
Incident Report submitted
Photos of any potential injuries
Parent Notification Right Away
Call SRPD if serious physical injury or a weapon
Re-Entry Team Meeting upon return
Plan for ongoing support for both the victim and the student</td></tr>
<tr><td>May Include:
48915 a1a (serious injury)
Shall Expel unless special circumstances

48915 a1e (assault on staff)
Shall Expel unless special circumstances

48915 C4 (sexual assault)
Must Expel

If so, begin the recommendation for expulsion</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Accountability project on
☐ conflict resolution skills
☐ coping skills
☐ relationship skills
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Referral to VPP
☐ Appointment with the Wellness Center
☐ Schedule an IEP/504/SST</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Dangerous Objects
48900 (b)
Possession, sale, or furnishing of any knives, firearms, explosives, or other dangerous objects of no reasonable use</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
Suspend (0-2 days)
Call SRPD for police report # if knife or gun</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
Suspend (3-5 days)
Call SRPD for police report #</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
Suspend (5 days)
Call SRPD for police report #
Consider expulsion</td><td rowspan="2">If a weapon was used in a conflict or brandished, or possession included a firearm, notify the Police Immediately <u>prior to completion</u> of the investigation.
Full investigation with student statements, witness statements
Incident Report submitted
Photos of the weapon, including a ruler
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support
Police report is required for each incident.</td></tr>
<tr><td>May Include:
48915 a1b (possession)
Shall Expel unless special circumstances

48915 c1 (firearm)
Must Expel
48915 c2 (brandish)
Must Expel
48915 c5 (explosive)
Must Expel

If so, begin the recommendation for expulsion</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)

☐ Root cause analysis--why carry the dangerous object?
☐ Referral to service provider
☐ Schedule an IEP/504/SST
☐ Behavior agreement
☐ No Conflict agreement
☐ Referral to VPP
☐ Appointment with the Wellness Center
☐ Schedule an IEP/504/SST
☐ Accountability/Restorative Project</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Under the Influence or in Possession of a Controlled Substance
48900 (c)
Unlawfully possessed, used, sold, or furnished, or been under the influence of any controlled substance, an alcoholic beverage, or an intoxicant.
48900(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance; an alcoholic beverage, or an intoxicant of any kind, or a look-alike product.
NOT tobacco or nicotine vapes</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
Notify SRPD for incident # and disposal if needed
May Suspend (0-2 days)</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
Notify SRPD for incident # and disposal if needed
May Suspend (2-3 days)</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
Notify SRPD for an incident # and disposal if needed
May Suspend (3- 5 days)</td><td rowspan="2">Full investigation with student statements, witness statements
Monitor intoxication for medical assistance if needed
Incident Report submitted
Photos of contraband
Parent Notification Right Away
Call SRPD for incident #
Re-Entry Team Meeting upon return
Plan for ongoing support
Referral for Substance Counseling/ Programming</td></tr>
<tr><td>May Include:
48915 a1c (possession)
Shall Expel unless special circumstances

48915 c3 (sales)
Must Expel

If so, begin the recommendation for expulsion</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Drug and alcohol counseling on-site with online resources
☐ Drug and alcohol counseling on-site with a counselor/school-based therapist
☐ Root cause analysis for reason behind use of controlled substances
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Accountability/Restorative Project</td></tr>
</table>

High School Student Athletes: 48900 (c) **C**alifornia Interscholastic Federation rules regarding Drug and Alcohol Use at School Sponsored Events	**1st Offense** School disciplinary action; suspension from team/sports participation (games and practices) for a total of 10 school or athletic participation days. Students can watch practice after the completion of school suspension. The 10 days of suspension from team/sports/activities, include the school suspension days. If the current sport season ends before the completion of the 10 day team suspension, the remaining suspension days shall be carried forward to the next sport in which the student participates. However, arrangements shall be made for the student to try-out for the next sport**.**	**2nd Offense** Suspension from team/sports participation for 40 calendar days from the date of suspension, not including summer school. If the student participates in a drug treatment program immediately following the second suspension, suspension from athletics and/or activities may be reduced to 30 calendar days from the date of suspension, not including summer school. (It should be noted that school policies regarding the use of alcohol and other drugs will be in effect for all athletic events.) These disciplinary actions are cumulative over the four years of high school.

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Robbery/Extortion
48900(e) Committed or attempted to commit robbery or extortion
(Robbery is not theft)</td><td>Consequences
Suspension (0-5)
Possible SRPD for police report
May include referral for expulsion</td><td>Consequences
Suspension (5)
Call SRPD for the police report
Referral for expulsion</td><td>Consequences</td><td rowspan="2">Full investigation with student statements, witness statements
Incident Report submitted
Parent Notification Right Away
Call SRPD for the police report
Re-Entry Team Meeting upon return, if not recommending expulsion
Plan for ongoing support</td></tr>
<tr><td>May Include:

48915 a1d(robbery)
Shall Expel unless special circumstances

If so, begin the recommendation for expulsion</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Root cause analysis--why robbery/extortion?
☐ Referral to service provider
☐ Schedule an IEP/504/SST
☐ Behavior agreement
☐ No Conflict agreement
☐ Referral to VPP
☐ Appointment with the Wellness Center
☐ Accountability/Restorative Project</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>48900(f)
Caused or attempted to cause damage to school or private property

(Including Graffiti, Tagging, Arson)</td><td>Consequences
Alternatives to Suspension
Restitution
Parent meeting
Call SRPD for a police report, depending on the extent of damage</td><td>Consequences
Restitution
Parent meeting
Call SRPD for a police report, depending on the extent of damage
Suspension (1-5)</td><td>Consequences
Alternatives to Suspension
Restitution
Call SRPD for a police report, depending on the extent of damage
Suspension (2-5)</td><td rowspan="2">Full investigation with student statements, witness statements
Incident Report submitted
Parent Notification Right Away
Call SRPD for a police report, depending on the extent of damage
Re-Entry Team Meeting upon return
Plan for ongoing support</td></tr>
<tr><td>May include gang references; if so, notify SRPD on the non-emergency line.</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Accountability/restorative project
☐ Community service
☐ Schedule an IEP/504/SST
☐ Behavior agreement
☐ No Conflict agreement
☐ Referral to VPP
☐ Appointment with the Wellness Center
☐ Submit claim form for restitution</td></tr>
</table>

Ed Code Violation	1st Incident	2nd Incident	3+ Incident	Required for all
48900(g) Stealing, or attempting to steal, school or private property	**Consequences** ● Alternatives to Suspension ● Restitution ● Parent meeting ● Possible SRPD Referral, depending on the item stolen	**Consequences** ● Restitution ● Parent meeting ● Possible SRPD Referral, depending on the item stolen ● Suspension (1-5)	**Consequences** 1. Alternatives to Suspension 2. Restitution 3. Possible SRPD Referral, depending on the item stolen 4. Suspension (2-5)	1. Full investigation with student statements, witness statements 2. Incident Report submitted 3. Parent Notification Right Away 4. Possible SRPD Referral, depending on the item stolen 5. Re-Entry Team Meeting upon return, if not recommending expulsion 6. Plan for ongoing support
	Alternatives to Suspension and Interventions (not exhaustive) ☐ **Accountability/restorative project** ☐ **Community service** ☐ **Schedule an IEP/504/SST** ☐ **Behavior agreement** ☐ **No Conflict agreement** ☐ **Referral to VPP** ☐ **Appointment with the Wellness Center** ☐ **Submit claim form for restitution**			

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Tobacco/Nicotine 48900(h)* Possessed or used tobacco or nicotine products</td><td>Consequences
Alternatives to Suspension
Parent meeting
Counseling</td><td>Consequences
Alternatives to Suspension
Counseling
Parent meeting
May Suspension (1)</td><td>Consequences
Alternatives to Suspension
Counseling
Suspension (1)</td><td rowspan="2">Full investigation with student statements, witness statements
Photos of contraband
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support
Referral for Substance Counseling/ Programming</td></tr>
<tr><td></td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Smoking counseling on-site with online resources (Stanford, Impact Sonoma)
☐ Smoking counseling on-site with a counselor/school-based therapist
☐ Root cause analysis for reason behind use of smoking
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Accountability/Restorative Project</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Profanity/Vulgarity 48900(i)
Committed an obscene act or engaged in habitual profanity or vulgarity</td><td>Consequences
Class Suspension
Parent meeting
Referral for Services</td><td>Consequences
Parent meeting
Suspension (1-3)
Referral for Services
Restorative Project</td><td>Consequences
Parent Meeting
Suspension (2-4)
Referral for Services
Restorative Project</td><td rowspan="2">Full investigation with student statements, witness statements
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support</td></tr>
<tr><td>Will Code as an Act of Violence on Campus--Use strategically</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to service provider
☐ Schedule an IEP/504/SST
☐ Behavior agreement
☐ No Conflict agreement
☐ Referral to VPP
☐ Appointment with the Wellness Center
☐ Accountability/Restorative Project</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Drug Paraphernalia 48900(j)
Possessed, offered, arranged, or negotiated to sell drug paraphernalia</td><td>Consequences
Alternatives to Suspension
Parent meeting
Counseling
Possible SRPD Referral if also possesses controlled substances</td><td>Consequences
Parent meeting
Counseling
Possible SRPD Referral if also possesses controlled substances
Suspension (0-2)</td><td>Consequences
Parent meeting
Counseling
Possible SRPD Referral if also possesses controlled substances
Suspension (2-4)</td><td rowspan="2">Full investigation with student statements, witness statements
Monitor intoxication for medical assistance if needed
Incident Report submitted
Photos of paraphernalia
Parent Notification Right Away
Possible SRPD Referral if also possesses controlled substances
Re-Entry Team Meeting upon return
Plan for ongoing support</td></tr>
<tr><td>May include other drug-related offenses if the paraphernalia is connected with other controlled substances as well.</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Drug and alcohol counseling on-site with online resources
☐ Drug and alcohol counseling on-site with a counselor/school-based therapist
☐ Root cause analysis for reason behind use of controlled substances
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Accountability/Restorative Project</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>48900(k)*
Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.</td><td>Consequences
Alternatives to Suspension
Parent notification
(NOTE: teacher suspension permissible under EC 48910</td><td>Consequences
Alternatives to Suspension
Parent notification
(NOTE: teacher suspension permissible under EC 48910</td><td>Consequences
Alternatives to Suspension
Parent notification
(NOTE: teacher suspension permissible under EC 48910</td><td rowspan="2">Full investigation with student statements, witness statements
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support</td></tr>
<tr><td>*No suspensions TK-12 for disruption/ defiance</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Root cause analysis--why disrupt or defy?
☐ Referral to a service provider if appropriate
☐ Connection with pro-social engagement
☐ Connection with mentor/ally on campus
☐ Schedule an IEP/504/SST
☐ Behavior agreement
☐ No Conflict agreement
☐ Referral to VPP
☐ Appointment with the Wellness Center
☐ Schedule an IEP/504/SST
☐ Accountability/Restorative Project</td></tr>
</table>

Ed Code Violation	1st Incident	2nd Incident	3+ Incident	Required for all
Imitation Firearm **48900(m)*** Possessed an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm	**Consequences** • Parent meeting • Verbal Warning • Referral to Services • Call SRPD for police report # depending on circumstances	**Consequences** • Parent meeting • Verbal Warning • Referral to Services • Suspend (0-5 days) • Call SRPD for police report # depending on circumstances	**Consequences** • Parent meeting • Verbal Warning • Referral to Services • Suspend (5 days) • Call SRPD for police report # depending on circumstances • Consider expulsion depending on circumstances	1. Full investigation with student statements, witness statements 2. Incident Report submitted 3. Photos of the weapon, including a ruler 4. Parent Notification Right Away 5. Re-Entry Team Meeting upon return 6. Plan for ongoing support 7. Call SRPD for police report # depending on circumstances
May Include: **48915 a1b (possession)** Shall Expel unless special circumstances **48915 c1 (firearm)** Must Expel **48915 c2 (brandish)** Must Expel **48915 c5 (explosive)** Must Expel **If so, begin the recommendation for expulsion**	**Alternatives to Suspension and Interventions (not exhaustive)** ☐ **Root cause analysis--why carry the dangerous object?** ☐ **Referral to service provider** ☐ **Schedule an IEP/504/SST** ☐ **Behavior agreement** ☐ **No Conflict agreement** ☐ **Referral to VPP** ☐ **Appointment with the Wellness Center** ☐ **Schedule an IEP/504/SST** ☐ **Accountability/Restorative Project**			

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Threatening a Witness 48900(o)
Harassed, threatened, or intimidated a pupil who is a witness in a school disciplinary proceeding for the purpose of intimidation or retaliation</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
May Suspend (1-3 days)</td><td>Consequences
Parent meeting
Verbal Warning
Referral to Services
May Suspend (3- 5 days)</td><td rowspan="2">Full investigation with student statements, witness statements
First Aid offered to all parties
Incident Report submitted
Photos of any potential injuries
Parent Notification Right Away
Call SRPD if serious physical injury or threat of homicide
Re-Entry Team Meeting upon return
Plan for ongoing support
Requires Victim Module Entry</td></tr>
<tr><td></td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Screen for level 1 Threat Assessment
☐ Root cause analysis for the reason behind the use of controlled substances
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Accountability/Restorative Project</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Drug - Soma
48900(p) Unlawfully offered, arranged to sell, negotiate to sell, or sold the prescription Soma (also violates 48915(c)(3))</td><td>Consequences
Suspension (5)
Recommendation for expulsion
Notify SRPD for incident # and disposal if needed</td><td>Consequences</td><td>Consequences</td><td rowspan="2">Full investigation with student statements, witness statements
Monitor intoxication for medical assistance if needed
Incident Report submitted
Photos of contraband
Parent Notification Right Away
Notify SRPD for incident # and disposal if needed
Initiate the MD process for SpEd and 504</td></tr>
<tr><td>May Include:
48915 a1c (possession)
Shall Expel unless special circumstances

48915 c3 (sales)
Must Expel

If so, begin the recommendation for expulsion</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Drug and alcohol counseling on-site with online resources
☐ Drug and alcohol counseling on-site with a counselor/school-based therapist
☐ Carries a Mandatory recommendation for expulsion</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Hazing
48900(q) Engaged in, or attempted to engage in, hazing</td><td>Consequences
Accountability/Restorative Project
Parent Meeting
Mediation with students if appropriate
Suspension from team
Evaluate for Title VI and IX violations</td><td>Consequences
Suspension 1-3 days
Accountability/Restorative Project
Parent Meeting
Mediation with students if appropriate
Removal from the team
Evaluate for Title VI and IX violations</td><td>Consequences
Suspension 3-5 days
Accountability/Restorative Project
Parent Meeting
Mediation with students if appropriate
Evaluate for Title VI and IX violations</td><td rowspan="2">Full investigation with student statements, witness statements
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support for both student and target of threats
Requires Victim Module</td></tr>
<tr><td>Monitor the team, club, or organization that participated in the hazing for potential additional interventions

Potential CIF Interventions if associated with CIF sport.</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to services
☐ VPP or CBO referral
☐ Root cause analysis for reason behind use of harassing behavior and conflict
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Appointment with the Wellness Center
☐ Accountability/Restorative project on</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Bullying
48900(r)* Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act</td><td>Consequences
Accountability/Restorative Project
Parent Meeting
Mediation with students if appropriate
Evaluate for Title VI and IX violations</td><td>Consequences
Suspension 1-3 days Accountability/Restorative Project
Parent Meeting
Mediation with students if appropriate
Evaluate for Title VI and IX violations</td><td>Consequences
Suspension 3-5 days Accountability/Restorative Project
Parent Meeting
Mediation with students if appropriate
Evaluate for Title VI and IX violations</td><td rowspan="2">Full investigation with student statements, witness statements
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support for both student and target of threats
Requires Victim Module entry</td></tr>
<tr><td>Consider age, capacity and comprehension level of the student

Be sure to notify any relevant support staff--psych, case manager, ERMHs/SBT/ Counselor</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to services
☐ VPP or CBO referral
☐ Root cause analysis for reason behind use of harassing behavior and conflict
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Appointment with the Wellness Center
☐ Accountability/Restorative project</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Sexual Harassment
48900.2 Committed an act of sexual harassment (NOTE: not applicable to students in grades TK-3)</td><td>Consequences
Possible Suspension (0-5) for a first offense
Parent meeting
Possible Title IX investigation
Possible SRPD Referral</td><td>Consequences
Suspension (3-5)
Possible SRPD Referral
Tier 1 Threat Assessment Team required
Parent Meeting
Title IX investigation</td><td>Consequences
Suspension (5)
Possible Recommendation for expulsion
Possible SRPD Referral
Tier 2 Threat Assessment Team required
Parent Meeting
Title IX investigation</td><td rowspan="2">Notify Title IX officer right away for guidance
Full investigation with student statements, witness statements
Multidisciplinary Threat Assessment
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support for both student and target of threats
Requires Victim Module Entry
Possible SRPD Referral</td></tr>
<tr><td>Consider age, capacity and comprehension level of the student

Be sure to notify any relevant support staff--psych, case manager, ERMHs/SBT/ Counselor

May Include

48915c4
Must Expel
If so, begin the recommendation for expulsion</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to services
☐ VPP or CBO referral
☐ Root cause analysis for reason behind use of harassing behavior and conflict
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Appointment with the Wellness Center
☐ Accountability/Restorative projec</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Participated in Hate Motivated Behavior 48900.3
Caused or attempted to cause, threatened to cause or participate in an act of hate violence
NOTE: not applicable to students in grades TK-3</td><td>Consequences
Possible Suspension (0-5) for a first offense
Parent meeting</td><td>Consequences
Suspension (3-5)
Possible SRPD Referral
Tier 1 Threat Assessment Team required
Parent Meeting
Possible Title VI investigation</td><td>Consequences
Suspension (5)
Possible Recommendation for expulsion
Possible SRPD Referral
Tier 2 Threat Assessment Team required
Parent Meeting
Title VI investigation</td><td rowspan="2">Full investigation with student statements, witness statements
Multidisciplinary Threat Assessment
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support for both student and target of threats
Requires Victim Module</td></tr>
<tr><td>Consider age, capacity and comprehension level of the student

Be sure to notify any relevant support staff--psych, case manager, ERMHs/SBT/ Counselor</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to services
☐ VPP or CBO referral
☐ Root cause analysis for reason behind use of harassing behavior and conflict
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Appointment with the Wellness Center
☐ Accountability/Restorative project</td></tr>
</table>

<table>
<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Threats To Staff or Pupils 48900.4
Engaged in harassment, threats, or intimidation directed against school personnel or pupils (NOTE: not applicable to students in grades K-3)</td><td>Consequences
Possible Suspension
Tier 1 Threat Assessment Team if needed
Possible SRPD Referral if threat of homicide</td><td>Consequences
Suspension (1-5)
Tier 1 Threat Assessment Team required
Possible SRPD Referral if threat of homicide</td><td>Consequences
Tier 2 Threat Assessment Team required
Possible SRPD Referral if threat of homicide</td><td rowspan="2">Full investigation with student statements, witness statements
Screen for Multidisciplinary Threat Assessment
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Call SRPD if threat of homicide or serious physical injury
Re-Entry Team Meeting upon return
Plan for ongoing support for both student and target of threats
Requires Victim Module (unless staff target)</td></tr>
<tr><td>Consider age, capacity and comprehension level of the student

Be sure to notify any relevant support staff--psych, case manager, ERMHs/SBT/ Counselor</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to services
☐ VPP or CBO referral
☐ Root cause analysis for reason behind use of harassing behavior and conflict
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Appointment with the Wellness Center
☐ Accountability/Restorative project</td></tr>
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<tr><th>Ed Code Violation</th><th>1st Incident</th><th>2nd Incident</th><th>3+ Incident</th><th>Required for all</th></tr>
<tr><td>Terrorist Threats
48900.7
Making terrorist threats against school officials, school property or both.</td><td>Consequences
Possible Suspension
Tier 1 Threat Assessment Team
Possible SRPD Referral if threat of homicide
Parent meeting</td><td>Consequences
Suspension (1-5)
Tier 2 Threat Assessment Team
Possible SRPD Referral if threat of homicide
Parent meeting</td><td>Consequences
Suspension (1-5)
Tier 2 Threat Assessment Team
Potential recommendation for expulsion
Possible SRPD Referral if threat of homicide
Parent meeting</td><td rowspan="2">Full investigation with student statements, witness statements
Screen for Multidisciplinary Threat Assessment
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Possible SRPD Referral if threat of homicide
Re-Entry Team Meeting upon return
Plan for ongoing support for both the student and the target of threats</td></tr>
<tr><td>Consider age, capacity and comprehension level of the student

Be sure to notify any relevant support staff--psych, case manager, ERMHs/SBT/ Counselor</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Accountability/Restorative project
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Referral to VPP
☐ Appointment with the Wellness Center
☐ Schedule an IEP/504/SST</td></tr>
</table>