Comprehensive School Safety Plan

2026-27
School Year

School: Abraham Lincoln Elementary

CDS Code: 49709126052153

District: Santa Rosa City Schools

Address: 850 W Ninth Street
Santa Rosa, CA 95401

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- **with Law Enforcement**
- **with Fire Authority**

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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 the Abraham Lincoln Elementary main office - 850 W 9th Street Santa Rosa, California, 95401.

Safety Plan Vision

The Comprehensive School Safety Plan (CSSP) articulates Abraham Lincoln Elementary School's commitment to fostering a safe, inclusive, and supportive learning environment where every student feels physically and emotionally secure, valued, and prepared to learn. This plan takes a proactive and comprehensive approach to school safety by prioritizing physical security, mental and emotional wellness, community partnerships, and clear, effective emergency preparedness. The CSSP is designed to protect the safety and well-being of students and staff, safeguard school facilities and property, and maintain a safe, orderly, and welcoming campus. It provides clear systems and procedures to guide staff and students during emergencies and to support the timely restoration of normal operations in a learning-focused environment. Additionally, the plan ensures strong coordination between the school site, the District Office Emergency Operations Center (EOC), and local city and County emergency agencies as needed, while ensuring full compliance with all State and Federal school safety laws and regulations.

Components of the Comprehensive School Safety Plan (EC 32281)

Abraham Lincoln Elementary Safety Committee
The Abraham Lincoln School Site Council Committee reviews the Comprehensive School Safety Plan as updated by the school principal. The plan is presented to the Site Council for review at an open 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.

Assessment of School Safety
The administration and supervision staff at Abraham Lincoln Elementary School continue with a clearly defined discipline plan for addressing behavioral issues on campus. The school administration and supervision staff will continue to seek restorative, logical consequences as an alternative to exclusionary discipline, in order to keep students on campus and engaged in learning. The administration and all school staff 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. The goal is that through this work, there will be fewer behavior incidents overall, particularly in the area of classroom disruptions. Through restorative conferencing and mediation, school staff 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. Panorama Survey data from the Fall 2025 was reviewed. Perceptions of student physical and psychological safety at school increased 7%, to 71%, since the Fall 2024, indicating the increase in the feeling safety and preparedness of an emergency.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Leadership and Lead Teacher are dedicated to ensuring compliance with the latest protocols.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
(E) Discrimination and Harassment Policies (EC 212.6 [b])
(F) School-wide Dress Code Including Gang-Related Apparel (EC 35183)
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
(I) School Discipline Rules and Procedures (EC 35291 and EC 35291.5)
(J) Tactical Responses to Criminal Incidents (See EOP, ANNEX B) (EC 32282(a)[2](J))
Abraham Lincoln Elementary School (ALES) implements a comprehensive set of strategies and programs aligned with Education Code 32281(a)(1), items A–J, to provide and maintain a high level of safety for all students and staff. The school follows clearly defined child abuse reporting procedures, including ongoing staff training to ensure timely identification and reporting of suspected abuse.
Disaster preparedness procedures are established and regularly reviewed, with coordination to district and local emergency response agencies. Abraham Lincoln Elementary School adheres to district and state suspension, expulsion, and mandatory expulsion guidelines, and maintains procedures to notify teachers of potentially dangerous pupils ensuring staff are informed while maintaining confidentiality. The school enforces discrimination and harassment prevention policies. Abraham Lincoln Elementary School implements a school-wide dress code, including prohibitions on gang-related apparel. Clear procedures are in place to ensure the safe ingress and egress of pupils, parents, and staff before, during, and after the school day. To promote a safe, orderly, and inclusive school environment conducive to learning, Abraham Lincoln Elementary School emphasizes positive behavior supports, restorative practices, and consistent school discipline rules and procedures. Tactical responses to criminal incidents are addressed through the Emergency Operations Plan. In support of these efforts, Abraham Lincoln Elementary School utilizes the Toolbox framework and evidence-based programs such as Kimochis, and Life Skills to strengthen social-emotional learning and positive relationships. Additionally, staff participate in professional development focused on creating safe, supportive learning environments, including training on restorative practices, classroom strategies, and mandated reporting responsibilities.

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 to 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)

At Abraham Lincoln Elementary School our focus is on learning. Just as adults dress appropriately for work, our students are expected to dress appropriately for school at all times. Some clothes that are fine for play, recreation, or special occasions are not appropriate for school. Student clothing and property must not present a health, safety hazard, or a distraction that would interfere with the educational process.

Based on input from community groups active within the Abraham Lincoln community, it is apparent there is gang* activity in the Abraham Lincoln community. The school realizes the symbols and dress used by gangs are changing and will review the dress code on a yearly basis. In order to keep our students safe, our community has developed the following dress code.

1. All underwear shall be concealed.
2. Bellybuttons and midriffs must be covered. This includes when a student is standing or if a student is to raise their hand, their bellybuttons and midriffs must be covered.
3. Shoes should cover the feet and have backs. CROCS are not allowed. Shoes, clothing, and jewelry should be safe and appropriate for PE and play.
4. Acrylic or fake nails are not allowed that go beyond the finger tip.
5. Shirts or outerwear with drug, alcohol, or tobacco product logos or messages may not be worn at school or school events.
6. Short skirts, short shorts, low-cut tops, or spaghetti straps are not appropriate school apparel. When a student stands with their arms rest by their sides, their fingers must be touching material.
7. No torn clothing of any kind, even with clothing underneath the torn clothing.
8. All apparel shall fit and worn appropriately. Oversized clothes are not appropriate for school.
9. Students will refrain from gang-related clothing such as bandanas of any color, hairnets, scarves, chains, jewelry, rags, belts hanging from clothing, scripted belt buckles, shoes, and shoelaces which contain gang symbols or writing.
10. Students will refrain from wearing clothing that displays numbers that refer to gangs, drugs, or other letters and numbers deemed by the school administration to be gang-related or violent in nature. (A known list of numbers/letters includes, but are not limited to: 8, 13, 14, 15, 18, 69, 80, 81, 88, 311, 415, 420, 707, SUR, NORTE, VSRN, VSL,
PL, ABZ, PSC, NX4, etc.)
11. Students will refrain from using logos, pictures, stickers, or symbols associated with sex, violence, profanity, or gang affiliation.
12. Students will refrain from wearing any professional sports' teams hats, jerseys or jackets unless it is SRCS School Sanctioned Apparel. This includes SF Giants, 49'ers and Raiders. It also includes sports teams from all leagues and types of sports.
13. Hats and hoods may only be worn outside, but not in the classroom or multipurpose room.
14. Students will refrain from wearing make-up, including false eye lashes.
15. Students are only allowed to wear pajama pants or pajama clothing, on designated school spirit days.
16. Students are not allowed to use any materials to write or draw on their body or another person's body.

Property-the following items are not allowed at school
1. Drug, drug paraphernalia, alcohol, violence, obscene, suggestive, vulgar, sexual pictures, images, or words displayed on accessories, clothing, binders, or backpacks.
2. Lighters or matches
3. Knives of any kind
4. Weapons including look-a-likes or imitation ones
5. Laser pens or lights
6. Whiteout
7. No gum
8. Toys may only be brought to school with prior permission from the teacher or principal.
9. Electronic devices must remain in backpacks and the power turned off while at school or participating in school activities.

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

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

Abraham Lincoln Elementary is located on West Night Street which is an extremely busy and active street. Utmost care should be used by pedestrians and bicyclists at each intersection and crosswalk. Special care should be taken on school grounds. Students and parents need to be extremely careful dropping off and picking up their children. Children shall walk to and from vehicles from the curb only. A crossing guard is assigned to Abraham Lincoln at the crosswalk on West Ninth Street directly in front of the school. When the crossing guard is on duty, students must wait until directed to cross the street. Students at Abraham Lincoln arrive to and leave from the campus by one of four methods: Bus, Bicycle/Scooter/Skateboard, Walking, and Parent/Guardian Vehicles.

Parent entrance to drop off begins on the west side of the school in front of the main entrance.
Buses drop off and pick up students in the bus circle on the in front of the campus of the main entrance.
Bicycles are not ridden on campus. They enter and depart from the main entrance of the campus in front of the school by the main school office.
Skateboards and scooters are not ridden on campus and may therefore enter and depart from all entrances/exits.
Walking students enter from the main front gates in front of the school.
Teachers, yard duty staff, and administrator supervise students as they ingress and egress.

School Buses
School Buses are scheduled to arrive at Abraham Lincoln between 7:45am-7:55am.
Please keep the bus lane clear.

Car Drop Off & Pick Up Procedures
Students may arrive at school between 7:45 and 8:00am.
We have staff supervision in the morning starting at 7:45am. Please plan to drop your students off at that time.
Class starts promptly at 8:00am. Please plan to arrive early enough to ensure your students are on time.
All vehicles must enter the Abraham Lincoln campus from the main driveway on the west side of West Ninth Street in front of the campus.
Parent vehicles are not permitted to enter at the driveway on the east end of driveway as this is the entrance for staff only parking.
Parents and guardians are asked to remain in their vehicles at all times.
Pull up along the curb, as far up as possible, and wait for the staff member present to direct the students to exit or enter the vehicle.
Students must exit and enter the vehicle from the side along the curb.
Students will not be loaded into or out of vehicles from the second lane.
Please ensure you are stopped safely along the curb.

Walking Drop Off & Pick Up Procedures
Students may arrive at school between 7:45 and 8:00am.
You may walk your students to their class lines on the blacktop or use the student drop off at the front of the school.
If you chose to walk your student to their class line, please plan to park off site and walk onto campus as we have a limited number of visitor parking spots available in the front of the school. Please do not park in the staff parking lot.
If you are walking to pick up your student, please plan to meet them at the front of the school.

As per California Code, Penal Code - PEN § 627.2, No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. As such, all outsiders and visitors to campus are required to report to and register at the school main office immediately upon arrival on campus. Visitors must show identification to office staff. The office may issue a temporary visitor's pass at their discretion, if it is determined that the individuals presence is appropriate as per California Penal Code 627.4. Parents or other visitors who have not checked in to the office are directed to do so or are escorted to the main office. Signs are posted at the main entrance indicating that all visitors are to report to the office.

California Code, Penal Code - PEN § 627.2

No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs.

California Code, Penal Code - PEN § 627.4
(a) The principal or his or her designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the outsider's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
(b) The principal, his or her designee, or school security officer may revoke an outsider's registration if he or she has a reasonable basis for concluding that the outsider's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.

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

Component:
A comprehensive, school-wide system that promotes physical safety, emotional well-being, positive behavior, and consistent expectations to ensure all students can learn in a supportive, inclusive, and orderly environment.

Element:
~Clear and consistently taught behavioral expectations and routines
~Positive behavior supports and restorative practices
~Social-emotional learning embedded in instruction
~Consistent supervision and adult presence across campus
~Inclusive, respectful, and culturally responsive school climate
~Fair, developmentally appropriate discipline policies aligned with district and state requirements
~Ongoing staff training focused on classroom management, de-escalation, trauma-informed practices, and student support

Opportunity for Improvement:
Strengthen consistency in the implementation of school-wide behavior expectations and restorative practices across classrooms and non-instructional settings, while increasing staff capacity to proactively address student behavior and social-emotional needs.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure consistent implementation of school-wide behavior expectations and discipline procedures.	Explicitly teach and reinforce school-wide behavior expectations to all students.	Social-emotional learning programs e.g., Kimochis, Life Skills, and Toolbox.	Principal	Review of school discipline and behavior data (referrals, suspensions, incidents)
Increase students' social-emotional skills and sense of belonging.	Implement restorative practices to address conflicts and repair harm.	Restorative practices training and materials	Members of: Tier 1 Team and Tier 2 Team	Staff and student climate surveys
Reduce behavioral incidents that disrupt learning.	Integrate social-emotional learning programs and strategies into daily instruction.	District behavior and discipline guidelines		Observation of classroom and campus practices
Build staff capacity to create safe, supportive, and inclusive classroom environments.	Provide consistent supervision during arrival, recess, lunch, and dismissal.	Inclusion between special ed and general ed classrooms and activities	Principal and Tier 1 Team	Monitoring fidelity of SEL and restorative practice implementation
				Annual review and revision of the Comprehensive School Safety Plan

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Abraham Lincoln Elementary Student Conduct Code
Abraham Lincoln Elementary School follows all policies as set forth in the SRCS Information Handbooks for the current school year, refer to the SRCS Handbooks for additional information regarding Student Conduct and Discipline.

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.

Restorative Practices
At SRCS and Abraham Lincoln Elementary School, we understand that students sometimes make mistakes. Our goal is to help them recognize the impact of their choices on others, take responsibility, and learn how to move forward in a positive way.

Through a restorative approach, students may experience different types of consequences:
~Natural Consequences – Results that happen on their own as a direct outcome of a student's actions.
~Logical Consequences – Outcomes that are directly connected to the behavior and designed to build accountability.
~Restorative Consequences – Opportunities to repair harm or rebuild relationships that were affected.

This approach emphasizes learning, responsibility, and positive growth rather than punishment alone.
Important Information from SRCS Handbook:

Prohibited student conduct that is related to school attendance or school activities includes, but is not limited to:
1. Conduct that endangers students, staff or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment of students or staff, including bullying, intimidation, "cyberbullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.
4. Damage to or theft of property belonging to students, staff or the district.
5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty in school work or on tests.
7. Inappropriate attire as defined by published school site dress codes.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.

Duties of Parents (BP 1313)
Parents and guardians are essential partners in creating a safe, respectful, and positive school environment. In line with Board Policy 1313 – Civility, parents are expected to model respectful behavior in all interactions with school staff, students, and other families. This includes using courteous language, avoiding disruptive or aggressive conduct, and working collaboratively to resolve concerns. We ask that parents approach school communications with patience and understanding, just as we strive to support families with professionalism and care. By working together in a spirit of mutual respect, we help foster a school climate where all students can thrive.

RULES AND PROCEDURES ON SCHOOL DISCIPLINE (EC §35291):
Rules pertaining to student discipline, including those that govern suspension or expulsion, are set forth in Education Code Sections 48900 and following, and are available upon request from the school.

DUTY CONCERNING CONDUCT OF PUPILS (EC §44807):
Every teacher shall hold pupils accountable for their conduct on the way to and from school, and on the playground or school grounds.

DUTIES OF PUPILS (5 CCR §300):
Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study; respectful to his teacher and others in authority; kind and courteous to schoolmates; and refrain entirely from the use of profane and vulgar language.

DRESS CODE/GANG APPAREL (EC §35183): The district is authorized to adopt a reasonable dress code.

ATTENDANCE OF SUSPENDED PUPIL'S PARENT (EC §48900.1; LC §230.7): If a teacher suspends a student, the teacher may require the child's parent to attend a portion of the school day in his or her child's class. Employers may not discriminate against parents who are required to comply with this requirement.

(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
Abraham Lincoln 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.

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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

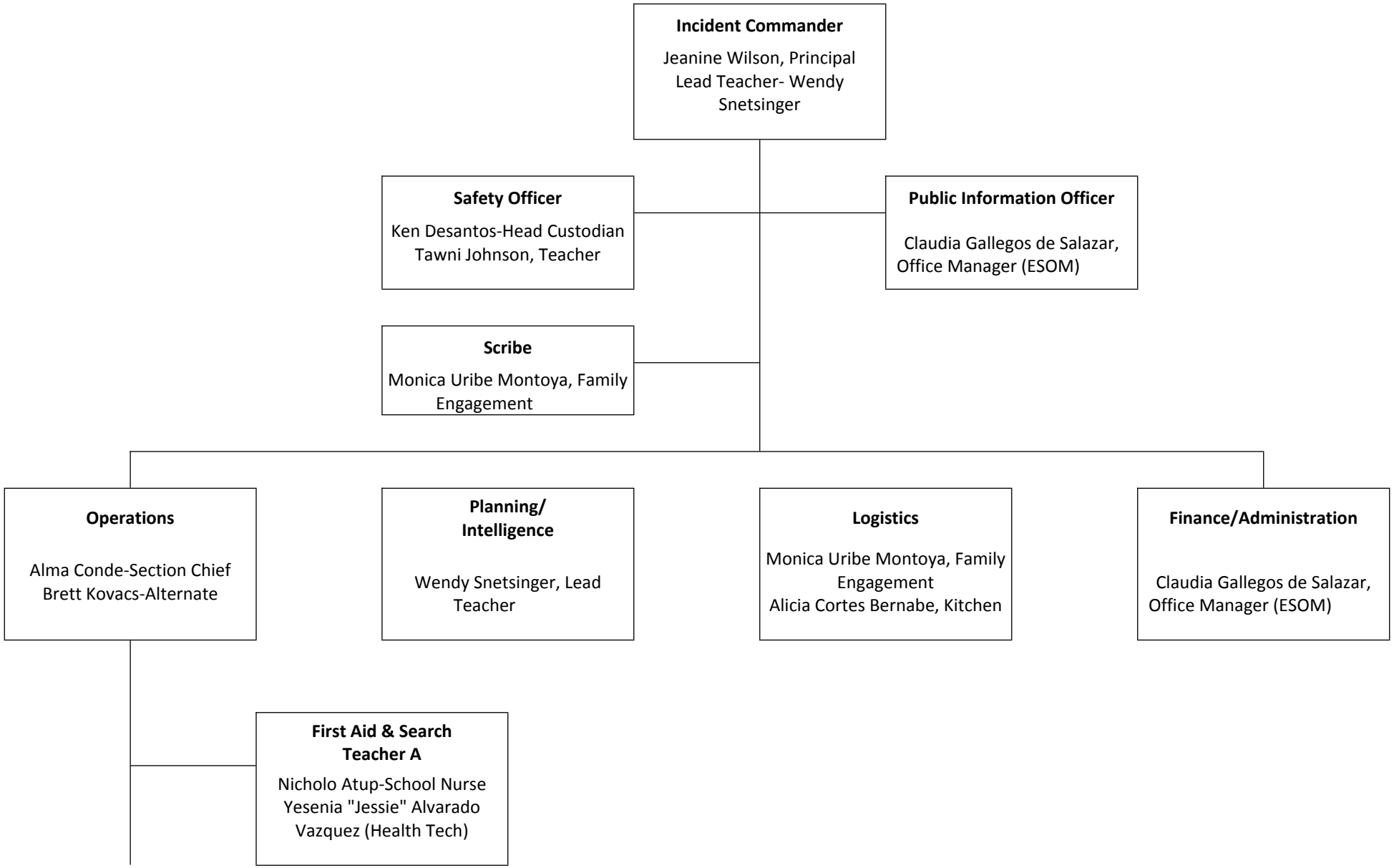
Utilities, Responders and Communication Resources

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.	January 15,2026	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the ELAC and gather input.	January 22,2026	Signature required on Cover Page of CSSP
Train school staff on components and implementation of the CSSP annually	January 28, 2026	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the Safety Committee	January 15, 2026	

Abraham Lincoln Elementary Incident Command System



Student Release & Accountability
TeacherB

Yesenia "Jessie" Alvarado Vazquez
Ana Spiker

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, Abraham Lincoln 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:

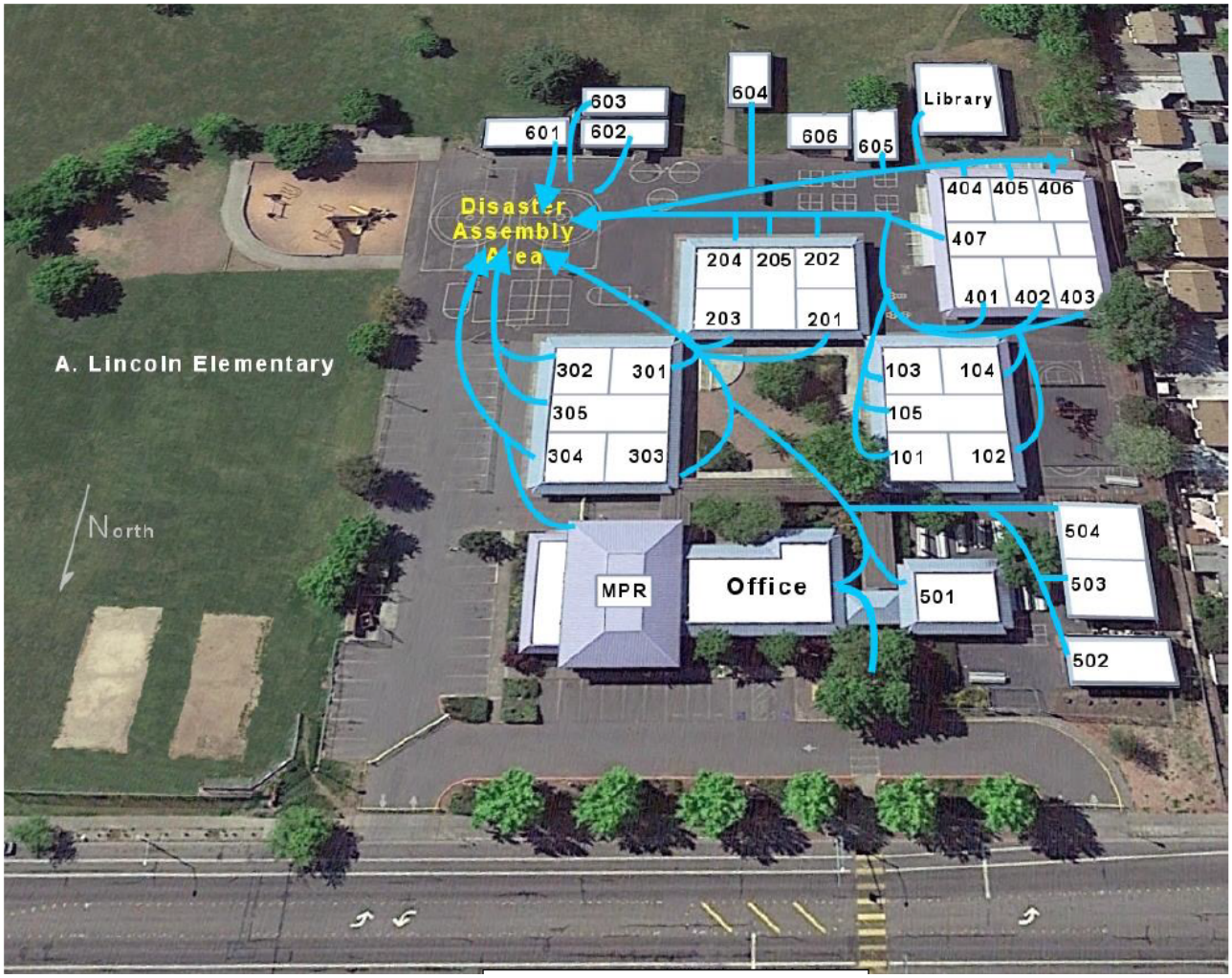
1. Follow the directions of emergency responders and the local public health department. If the entity is not in immediate danger from a wildfire, officials may recommend the campus shelter-in-place or take other actions (e.g., curtail outdoor activities). Schools, however, should be prepared to take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

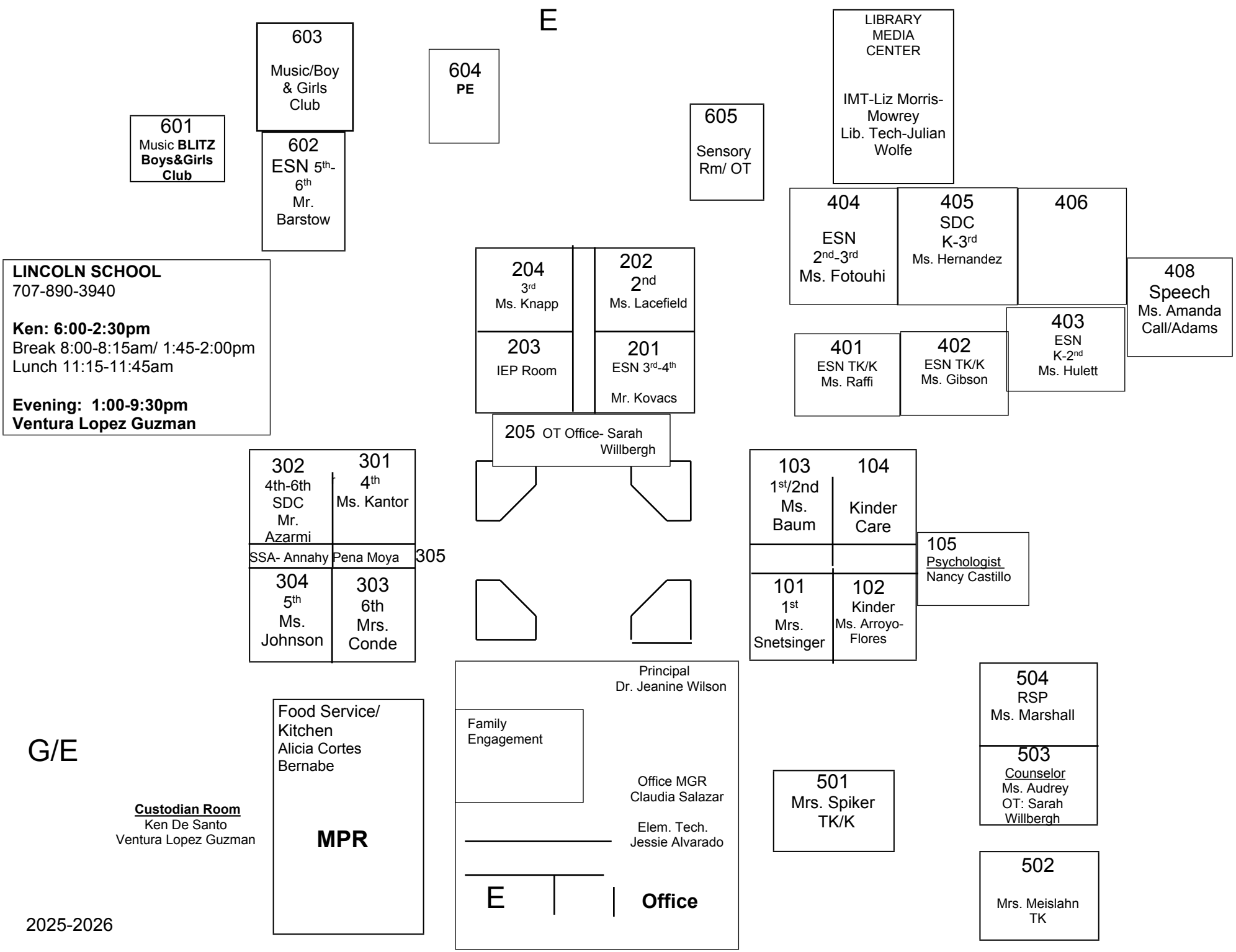
Emergency Evacuation Map

EVACUATION MAP



Quick Reference Guide




E
603
Music/Boy & Girls Club
604
PE
LIBRARY MEDIA CENTER
IMT-Liz Morris-Mowrey
Lib. Tech-Julian Wolfe
601
Music BLITZ Boys&Girls Club
602
ESN 5th-6th
Mr. Barstow
605
Sensory Rm/ OT
404
ESN
2nd-3rd
Ms. Fotouhi
405
SDC
K-3rd
Ms. Hernandez
406
408
Speech
Ms. Amanda Call/Adams
403
ESN
K-2nd
Ms. Hulett
LINCOLN SCHOOL
707-890-3940
Ken: 6:00-2:30pm
Break 8:00-8:15am/ 1:45-2:00pm
Lunch 11:15-11:45am
Evening: 1:00-9:30pm
Ventura Lopez Guzman
204
3rd
Ms. Knapp
202
2nd
Ms. Lacefield
203
IEP Room
201
ESN 3rd-4th
Mr. Kovacs
401
ESN TK/K
Ms. Raffi
402
ESN TK/K
Ms. Gibson
205 OT Office- Sarah Willbergh
302
4th-6th SDC
Mr. Azarmi
301
4th
Ms. Kantor
SSA- Annahy
Pena Moya
305
304
5th
Ms. Johnson
303
6th
Mrs. Conde
103
1st/2nd
Ms. Baum
104
Kinder Care
105
Psychologist
Nancy Castillo
101
1st
Mrs. Snetsinger
102
Kinder
Ms. Arroyo-Flores
G/E
Custodian Room
Ken De Santo
Ventura Lopez Guzman
Food Service/ Kitchen
Alicia Cortes
Bernabe
MPR
Principal
Dr. Jeanine Wilson
Family Engagement
Office MGR
Claudia Salazar
Elem. Tech.
Jessie Alvarado
E
Office
501
Mrs. Spiker
TK/K
504
RSP
Ms. Marshall
503
Counselor
Ms. Audrey
OT: Sarah Willbergh
502
Mrs. Meislahn
TK
2025-2026

Abraham Lincoln



Elementary School Handbook 2025-2026

850 W. Ninth Street, Santa Rosa , Ca 95401 707-890-3940

GENERAL INFORMATION

Main Office Hours: Monday - Friday 7:30 AM - 3:30 PM

Dr. Jeanine Wilson, Principal	(707) 890-3940	jwilson@srcs.k12.ca.us
Claudia de Salazar Office Manager	(707) 890-3935 x77101	cgallegosdesalazr@srcs.k12.ca.us
Yesenia Alvarado, Office Tech	(707) 890-3935 x77103	yalvaradovasquez@srcs.k12.ca.us

School Website Instructional Calendar 2025-2026

School Hours

- All grades (TK-6) begin school at **8:00 am**
- Arrival anytime after 8:00 am is considered tardy
- TK/K ends at **1:15 pm**. *KinderCare is offered daily from 1:15 - 2:17 pm.*
- All grades 1st-6th end school at **2:17 pm** *except* Wednesdays.
- Every Wednesday is a minimum day with school ending at **1:15 pm**.

Modified Days (*These are days when school gets out at 11:45 am)*
Back to School Night - **Sept 4th**
Parent Teacher Conference Week **Oct 6th - 10th**
Open House **May 14th**
Last Day of School **June 4th**

PICK UP/DROP OFF

- **Morning Arrival** Our school campus has staff supervision in the MPR *starting at 7:45AM.* Please do not drop your student off before 7:45 AM**.** When students arrive on campus in the mornings, they can go out to the blacktop.
- **Afternoon Dismissal** TK/Kinder: KinderCare is available Monday to Friday, from 1:15 PM to 2:17 PM, except on Wednesdays.
- **Boys & Girls Club - After School Program** After school activities and tutoring is available for students enrolled in the program. *Availability depends on the current enrollment and staffing levels.* Boys & Girls Club is open to all students from TK to 6th grade. Register Here or contact our front office for information.

Please arrive on time for pick up. Remember to obey all traffic rules and drive slowly when you're on or near our campus. There is no parking in the bus loading zone, indicated by the yellow striped curb. Please stop at all stop signs and follow the crossing guard's directions. We appreciate your efforts to ensure the safety of all students during drop off and pick-up. Thank you!

SIGNING IN/OUT - When picking up your child early, always sign them out in the office. Anyone picking up your child must be on the Emergency Release List. To ensure the safety of your child, we will not release any child for pick up without identification and verification.

VISITORS For the safety of your children, all school visitors are to check in through the office BEFORE visiting a classroom. A visitor badge will be issued to you, and is required to be worn while on campus.

ATTENDANCE

Student attendance is a key factor in a child's overall school success. If you need help with setting up a daily schedule, accessing healthcare resources, or anything else related to making sure your child attends school, please reach out to us. In order to encourage punctuality, our after school student club enrollment will be prioritized to students with fewer than 3 tardies.

COMMUNICATION

Parent Square All communication from our school district, Santa Rosa City Schools, and our school will be posted and sent through PARENT SQUARE. Please make sure that you have downloaded the application on your phone or tablet. You can also access Parent Square on the internet from a desktop computer, laptop, or Chromebook.

Lincoln Monthly Newsletter Every month a newsletter will be sent home with your child as well as posted on Parent Square.

School Website Our school website has many different resources, information, and updates. The website has the capability of being translated into your home language. Look for the word "TRANSLATE" near the top of the page and choose your home language.

Marquee The electronic display in front of the school will provide information regarding dates and times of meetings, events and much more.

Contact Information Our Lincoln Staff can be reached through voicemail and email whenever you need assistance. Typically, you can expect a response from teachers or staff members within 24-48 hours. To find their contact details, visit our website or open a chat on PARENT SQUARE.

HEALTH & WELLNESS

All students receive a free breakfast and lunch. Children may enjoy a school lunch or bring lunch from home.

Students are not allowed to share food of any kind with one another. Students are allowed to eat food they bring from home or food provided from the school.

Birthdays and Celebrations If you wish to commemorate your child's birthday at school or contribute to a classroom celebration, please reach out to the classroom teacher and be sure to arrange this ahead of time. Please speak with the teacher ahead of time about possible nuts and other allergies.

First Aid A District Registered Nurse supports Lincoln for emergencies only. Basic first aid is available in our Main Office when a student experiences a situation that requires a bandaid, ice pack, or other minor injuries. Communication with families will not happen for minor cuts, scrapes, etc. **We will notify families when a significant injury and/or situation takes place.**

AUTHORIZATION FOR ADMINISTERING MEDICATION - The California Education Code provides for any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician provided the school district receives:

1. An authorization form for all prescribed or over the counter medications must be completed by the physician, signed by the parent and filed in the school office.
2. Medication must be in the original Rx container and clearly labeled by the physician or pharmacy with the following information: Student's name, Physician's name, Name of medication, Directions for use
3. Over the counter medications must be in a new sealed container.

Authorization forms are available in the school office.

Communicable Disease If your student contracts the following conditions they may be excluded from school until the condition has been treated and they are symptom-free:

Measles
Conjunctivitis (pinkeye)
Scabies
COVID-19
Chickenpox
Impetigo
Strep throat
Pediculosis (active head lice)
Ringworm
Hand, foot, mouth disease

Student Dress Code

A student's clothing and property must not present a health or safety hazard, or present a distraction that would interfere with the educational process.

1. All underwear shall be concealed.
2. Bellybuttons and midriffs must be covered. This includes when a student is standing or if a student is to raise their hand, their bellybuttons and midriffs must be covered.
3. Shoes should cover the feet and have backs. CROCS are not allowed. Shoes, clothing, and jewelry should be safe and appropriate for PE and play.
4. Acrylic or fake nails are not allowed that go beyond the finger tip.
5. Shirts or outerwear with drug, alcohol, or tobacco product logos or messages may not be worn at school or school events.
6. Short skirts, short shorts, low-cut tops, or spaghetti straps are not appropriate school apparel. When a student stands with their arms resting by their sides, their fingers must be touching material.
7. No torn clothing of any kind, even with clothing underneath the torn clothing.
8. All apparel shall fit and worn appropriately. Oversized clothes are not appropriate for school.
9. Students will refrain from gang-related clothing such as bandanas of any color, hairnets, scarves, chains, jewelry, rags, belts hanging from clothing, scripted belt buckles, shoes, and shoelaces which contain gang symbols or writing.
10. Students will refrain from wearing clothing that displays numbers that refer to gangs, drugs, or other letters and numbers deemed by the school administration to be gang-related or violent in nature. (A known list of numbers/letters includes, but are not limited to: 8, 13, 14, 15, 18, 69, 80, 81, 88, 311, 415, 420, 707, SUR, NORTE, VSRN, VSL, PL, ABZ, PSC, NX4, etc.)
11. Students will refrain from using logos, pictures, stickers, or symbols associated with sex, violence, profanity, or gang affiliation.
12. Students will refrain from wearing any professional sports' teams hats, jerseys or jackets unless it is SRCS School Sanctioned Apparel. This includes SF Giants, 49'ers and Raiders. It also includes sports teams from all leagues and types of sports.
13. Hats and hoods may only be worn outside, but not in the classroom or multipurpose room.
14. Students will refrain from wearing make-up, including false eye lashes.
15. Students are only allowed to wear pajama pants on designated school spirit days.
16. Students are not allowed to use any materials to write or draw on their body or another person's body.

TECHNOLOGY

Cell Phones, Smart Watches, and Tablets:
We ask that cell phones/smart watches/tablets **stay in backpacks at all times and are powered OFF.** If families need to communicate with any of our students during the school day, they can do so through our Main Office. Cell phones/smart watches/tablets that are used during school hours and without permission will be confiscated and returned to the student after school OR returned to a parent.

FAMILY INVOLVEMENT

Parent Faculty Organization (PFO) Lincoln's PFO is a non-profit organization that is made up of parents and staff members. This group is dedicated to supporting the school, our students, and our community. PFO also organizes and participates in many of our fun events and activities throughout the year.

English Language Learner Committee (ELAC) ELAC meets to discuss ways in which we can support our English Learners as a school community. Parents on this committee are also able to share insight and make recommendations related to our English Learners and how they excel on our campus.

School Site Council (SSC) Lincoln's School Site Council consists of **elected** teachers, staff members, and parents. They develop, make recommendations, review, and evaluate all aspects of our school. The goal of the SSC is to give voice to all stakeholders in the school community.

Volunteering If you are interested in volunteering in your student's classroom or participating in a field trip, please complete the district volunteer form. Our Family Engagement Facilitator, Monica Uribe Montoya, can assist you and can be contacted at muribemontoya@srcs.k12.ca.us and (707) 890-3940ext. 77107.

SCHOOL EXPECTATIONS AND COMMUNITY

Be Safe, Respectful, Responsible and Kind - We have high expectations for students at Lincoln both academically and behaviorally. All of our expectations for students are taught under our school-wide rules. We encourage you to use these same expectations at home.

- Bicycles should be securely parked and locked at the designated bike rack. For the safety and compliance with the law, **students are required to wear a helmet at all times when riding a bike, scooter, or rollerblades.**

- Toys or other playthings (e.g. Pokemon cards, tech-deck cars, etc.) are not allowed at school. Toys will be confiscated and returned to the student after school OR returned to a parent.
- Personal equipment such as footballs, basketballs, bats, etc., are not allowed to be brought from home for use during recess.

Restricted Property:

- Lighters
- Knives or Weapons (even pretend ones)
- Laser pointers
- Gum
- Permanent markers or paint pens
- Personal toys / stuffed animals

SCHOOL DISCIPLINE PLAN

Restorative Practices

We recognize that students will make mistakes, and we are determined to assist them in understanding the impact of their negative choices on others. We aim to guide them towards making amends and moving forward in a positive manner. There are different consequences that may come out of a restorative approach. Students may experience **natural consequences** which happen naturally due to their own actions. They may be required to participate in **logical consequences** that are directly aligned with their bad choice and help them take responsibility and accountability. Lastly, students may be asked to participate in a **restorative consequence** which would include repairing the harm or relationship they caused harm to.

See District Discipline Protocols

CONTACT US

Parent Concerns

If you ever have any problems with the rules or how things are done at school, or if you think your child is being treated badly by another student, don't wait! Talk to the principal or their teacher right away.

We're here to help and we want to make sure that your child has the best experience at school as possible.

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>

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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>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>
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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>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>
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<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>
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<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>