Comprehensive School Safety Plan

2026-27
School Year

School: Proctor Terrace Elementary School

CDS Code: 49709126052179

District: Santa Rosa City Schools

Address: 1711 Bryden Lane
Santa Rosa, CA 95405

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

Approved by:

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Comprehensive School Safety Plan Purpose

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

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

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent ofthe Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 1711 Bryden Lane, Santa Rosa, CA 95405 in the main office.

Safety Plan Vision

This comprehensive school safety plan centers on creating a proactive, holistic, and inclusive environment where every student feels physically and emotionally secure, supported to thrive, and ready to learn, focusing on on physical security, mental wellness, community engagement, and clear emergency preparedness.

Components of the Comprehensive School Safety Plan (EC 32281)

Proctor Terrace Elementary School Safety Committee
The Safety Committee is comprised of the principal, three teachers, two classified staff members, and three parent/guardians.

Assessment of School Safety
We looked at our Panorama data to understand our student's well-being. We saw a decline in all areas of how our students are perceiving school, the climate of the school, and safety.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
We are utilizing the Tool Box for strategies to support safety and positive relationships for teachers to implement in the classroom. We are also dedicating one staff meeting a month to professional development focused on building a learning environment that students feel safe and can thrive.

Promoting School Safety
Safe Firearm Storage Annual Notification

Parents and legal guardians in the Santa Rosa City School District have responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades transition kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.[1]

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian unless reasonable action is taken to secure the firearm against access by the child, even where a minor never actually accesses the firearm.[2]
In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]

Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.4
Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

[1] See California Penal Code sections 25100 through 25125 and 25200 through 25220.2
[2] See California Penal Code section 25100(c).3
[3] See California Civil Code Section 29805.
4 See California Civil Code Section 1714.3.

(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)

The following dress guidelines apply to all students at Proctor Terrace School. Maintaining school-appropriate student dress that allows students to actively participate in class and during recess is a cooperative responsibility of the home and the school. California State law prohibits any form of attire that is obscene or offensive, dangerous to the child's welfare, or disruptive to the instructional program of the school.

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

Clothing advertising/displaying alcoholic beverages, illegal substances, weapons, violence
Clothing with sexually suggestive pictures, sayings, slogans, or culturally offensive messages

Note: Hats may not be worn indoors or backwards at any time.
Students at all times on campus must wear shoes that can be fastened, which are appropriate for athletic activity at P.E. and recess.

In accordance with SRCS Board Policy 5136 and Administrative Regulation 5136, certain clothing has been identified by staff and parents as a concern regarding the safety of Proctor Terrace students, especially while in transit to and from school in their neighborhoods. 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 that may be threatening or criminal, and which may include such behaviors as intimidation, threats, and violence. As a result, and in the interest of the safety of all of our students, these items are not allowed at school:
red or blue belts
red or blue shoe laces
bandanas

In accordance with California State law, the school may insist that a student remove or change articles of clothing that may be a danger to the student's health or safety, or disrupt or interfere with the normal operation of the school or classroom.

Parent Student Handbook https://drive.google.com/file/d/1ncWv1xmfsCx31yRWvtpEuc70FLWiyFFJ/view?usp=sharing

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

VOLUNTEERS AND VISITORS

All visitors and volunteers to the school campus are required by California State law to sign in at the school office and to wear a name tag identifying them as a visitor. We are glad you are here, but the office needs to know you are here. Please do not go directly to the classrooms for any reason during the instructional day.

SAFETY

The safety of our students is always a primary consideration. Parents are asked to assist in ensuring the safety of all of our students at all times and to cooperate with staff in correcting any unsafe conditions. Please report any unsafe conditions or activities to the classroom teacher or office staff.

Traffic

Proctor Terrace School does not have a parking lot. There is a loading and drop-off zone on Grosse Avenue for the convenience of parents. Parents are asked to cooperate with regard to traffic issues to ensure the safety of all children. Please do not double park on Grosse Avenue. Do not stop on Bryden Lane in front of the school to drop off your child. If you must walk your children to class in the morning or meet them on the playground in the afternoon, please find a parking space, even if it is down the block or around the corner from the school. Please do not walk

your children between cars while crossing the street. We all need to work together to keep our students safe and set a good example for them by demonstrating patience and using safe practices. A crossing guard is provided before and after school on Bryden Lane at Austin Way as well as on Grosse Avenue. Students and parents are required to follow the directions of the crossing guard at all times. Whenever the yellow school buses are parked and have their red lights flashing, it is illegal to pass these buses. All vehicles are required by state law to stop and wait until students have disembarked from the buses and the flashing red lights have been turned off. Additionally, it is illegal for automobiles to park in the bus loading zone.

Bicycles and Scooters
Students may ride their bicycles or scooters to school. Children in grades TK-2 may only ride when accompanied by an adult. Third-grade students riding without an adult, must provide written parental permission which will be kept on file in the school office. Bicycle helmets are required to be worn by all students using bicycles or scooters. Anyone using a bicycle or scooter in an unsafe manner will not be allowed to bring a bicycle or scooter to school. Bicycles and scooters must be walked on school sidewalks and school grounds at all times. Bicycles and scooters must be left in the bicycle cage. Bicycle locks are highly recommended.
Bicycle Rules
? Be careful and alert at all times
? Obey all traffic laws and signs
? Never weave in and out of traffic
? Use arm signals when turning
? Keep to the right side of road - do not ride facing traffic
? Never hang on to moving vehicles
? Never ride double, one person to a bike
? Always walk your bike on the sidewalk or through crowded areas
? Lock your bike at all times

Skateboards, skates, in-line skates, and skate shoes (“Heely” shoes) are not allowed on school grounds. For safety and security purposes, students may not use these for transportation to and from school.
Motorized vehicles of any kind are prohibited by law from operation on school grounds, unless authorized by the school authorities

PTES is a member of the Safe Routes to Schools program. We conduct monthly Safe Route to Schools activities. We also participate in the bicycle safety program.

PTES does have two crossing cards before school and after school. One crossing guard is located on Grosse Ave and the other on Bryden Ln.

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

Component:
Safe and Orderly Environment

Element:
Safety (positive school culture)

Opportunity for Improvement:
A strategy to improve a positive learning environment is to utilize PBIS strategies. We can do a better job of creating school wide expectations and rewards beyond Tiger tickets to promote a safe school culture.

Objectives	Action Steps	Resources	Lead Person	Evaluation
create a safety campaign	create posters that show what a safe behavior is and what our expectations are		Principal	posters located around the school
have PBIS as a topic for staff meetings and agreements on what schoolwide expectations we want to reinforce	PBIS resources available to staff' presentation to staff		Principal	PBIS scheduled at a staff meeting; agreements posted in classrooms and around school
student recognition programs	weekly Tiger Tickets, monthly recognition assemblies, weekly blacktop assembly		Principal, staff	calendar of assemblies, list of classrooms recognized weekly; list of students recognized weekly

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)

Proctor Terrace Elementary School Student Conduct Code
School Rules
There are four basic rules at Proctor Terrace School: BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE KIND. Students are taught how these rules look in each environment and what behaviors are expected of them. Students receive positive recognition in the form of Tiger Tickets for practicing these behaviors. Each Monday, we recognize one to two students from each classroom who have received Tiger Tickets. Those children get to pick an item from the prize basket in the Principal's office.

Behavior expectations of students at Proctor Terrace School require that they be safe, kind, respectful, and responsible. These expectations are the basis of our school behavior and discipline program. Everyone on campus is expected to conduct themselves in such a way that no one is hurt, emotionally or physically. Behavior that threatens the emotional or physical well-being of students, staff, or visitors will not be tolerated. The following guidelines and rules are meant to ensure a safe learning environment for all children and staff. Students and adults are expected to use the life skills that are taught in the classroom. These expectations will enable all of us to conduct ourselves in a manner that shows respect for the feelings, belongings, and physical security of each individual on campus. Each teacher will review the guidelines for appropriate behavior in class and on the playground. Parents and guardians should also discuss these with their children.

1) Respect other people's property, bodies, and feelings.
2) Follow directions and cooperate with others.
3) Use language that is respectful and courteous.
4) Play safely and only in areas with adult supervision.
5) Honestly accept responsibility for one's own actions.

The following are NOT allowed:

? Disruptive talking or noise
? Refusal to follow directions of any school personnel, including yard duty supervisors
? Play that is unsafe and not in a supervised area
? Littering and not picking up after oneself
? Inappropriate language that offends or hurts others
? Gum chewing
? Stealing or damaging school or personal property
? Arson or possession of matches or lighters
? Threats or harassment as perceived by the person being threatened or harassed
? Fighting or other unsafe and inappropriate physical contact – if you hit, you go home
? Possession or use of tobacco, alcohol, or illegal drugs or paraphernalia
? Possession of knives, firearms, firecrackers or other dangerous objects

School-wide Discipline and Consequences

Every attempt is made to handle disciplinary action in the classroom at the least formal level. Students may be verbally warned, counseled, lose privileges, assigned a time-out or recess restriction, be issued a Disciplinary Referral or detention, or in serious cases, suspended from school. A Disciplinary Referral is used to advise teachers and parents if a student has been exhibiting unsafe or disrespectful behavior during school hours. Teachers may also use Disciplinary Referral forms when students are sent to the office for any offense. The Disciplinary Referral includes a section that indicates the action taken regarding student conduct. Parents are urged to support the school by providing a follow-up discussion and action at home and to insist on appropriate behavior by their children while at school. At Proctor Terrace and throughout the district, we will also be incorporating restorative practices to resolve conflicts and help students understand how their actions can affect others.

Zero Tolerance Policy

The Santa Rosa City Schools District has a Zero Tolerance policy concerning weapons possession, bullying, violence, drug use, and possession of controlled substances. Students involved in any of these activities may be suspended from school and possibly recommended for expulsion. If necessary, police and legal action may be taken.

Conduct Code Procedures

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

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

Non-Discrimination Statement

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

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

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

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

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

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

(K) Procedures for Preventing Acts of Bullying and Cyber-bullying
Per Board Policy 5131.2, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

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

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

1. Prevention Strategies
a. Education & Awareness
* Implement evidence-based opioid prevention curricula in health education classes.
* Conduct annual training for students, staff, and parents on opioid risks, including fentanyl dangers.
* Display information and resources about opioid dangers and available support services.
b. Partnerships & Community Engagement
* Collaborate with local health departments, law enforcement, and community organizations to enhance prevention efforts.
* Provide parent workshops on substance abuse prevention and intervention strategies.
* Engage peer support groups for at-risk students.

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

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

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

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

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

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

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

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

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

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

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

Continuity of Operations
Proctor Terrace Elementary School

Purpose & Scope
This plan establishes procedures to ensure the continuity of instruction, student support services, and essential school operations in the event of an emergency, natural disaster, public health crisis, or other significant disruptions. It is developed in accordance with California Education Code (CEC) §§ 32280-32289, which mandate school safety and crisis response planning, and CDE emergency preparedness guidelines.

Emergency Operations & Decision-Making
a. Incident Command Structure (ICS)
The school shall implement the Incident Command for coordinated emergency response. Roles include:
Incident Commander – Principal or designated administrator.
Operations Chief – Oversees immediate response actions.
Logistics Chief – Manages supplies, facilities, and technology.
Planning Chief – Evaluates response effectiveness and continuity strategies.
Finance/Admin Chief – Tracks costs, payroll, and emergency funding.
b. Decision-Making Authority
The Superintendent or designee has final authority on school closures and emergency declarations.
Decisions align with CDE, local health departments, and emergency management agencies.

Instructional Continuity
a. Short-Term Disruptions (1-5 Days)
Teachers will use asynchronous learning via district-approved learning management systems (e.g., Google Classroom, Canvas).
Assignments will be provided through take-home packets if technology access is limited.
b. Long-Term Disruptions (More than 5 Days)
Schools will transition to distance learning per CEC § 43500-43511 (Independent Study regulations).
Special education services will be provided per Individualized Education Programs (IEPs) via telehealth or alternative methods.
The district will ensure equitable technology access, including device distribution and internet access support.

Student & Staff Support Services
Mental Health & Counseling: Schools will maintain access to mental health services through counselors, social workers, and telehealth services.
Food & Nutrition Services: Meal distribution plans will align with CEC § 49550, ensuring students receive meals during closures.
Childcare & Supervision: Schools will coordinate with local agencies to provide emergency childcare for essential workers.

Communication Plan
Schools will maintain multiple communication channels (phone, email, website, SMS alerts, social media).
Emergency notifications will comply with CEC § 32282, ensuring timely parent and community updates.
Language access will be provided in accordance with CEC § 48985, ensuring communication in families' primary languages.

Recovery & Reopening
Schools will assess facility safety, staff readiness, and student needs before reopening.
A phased return plan will be implemented in coordination with public health and emergency management officials.
The district will apply for emergency funding assistance (FEMA, CDE grants) as needed.

Plan Review & Training
The Continuity Plan will be reviewed annually in compliance with CEC § 32286.
Staff will receive annual training on emergency roles, distance learning, and student support procedures.
Schools will conduct emergency drills per CEC § 35297 for preparedness.

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.

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

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

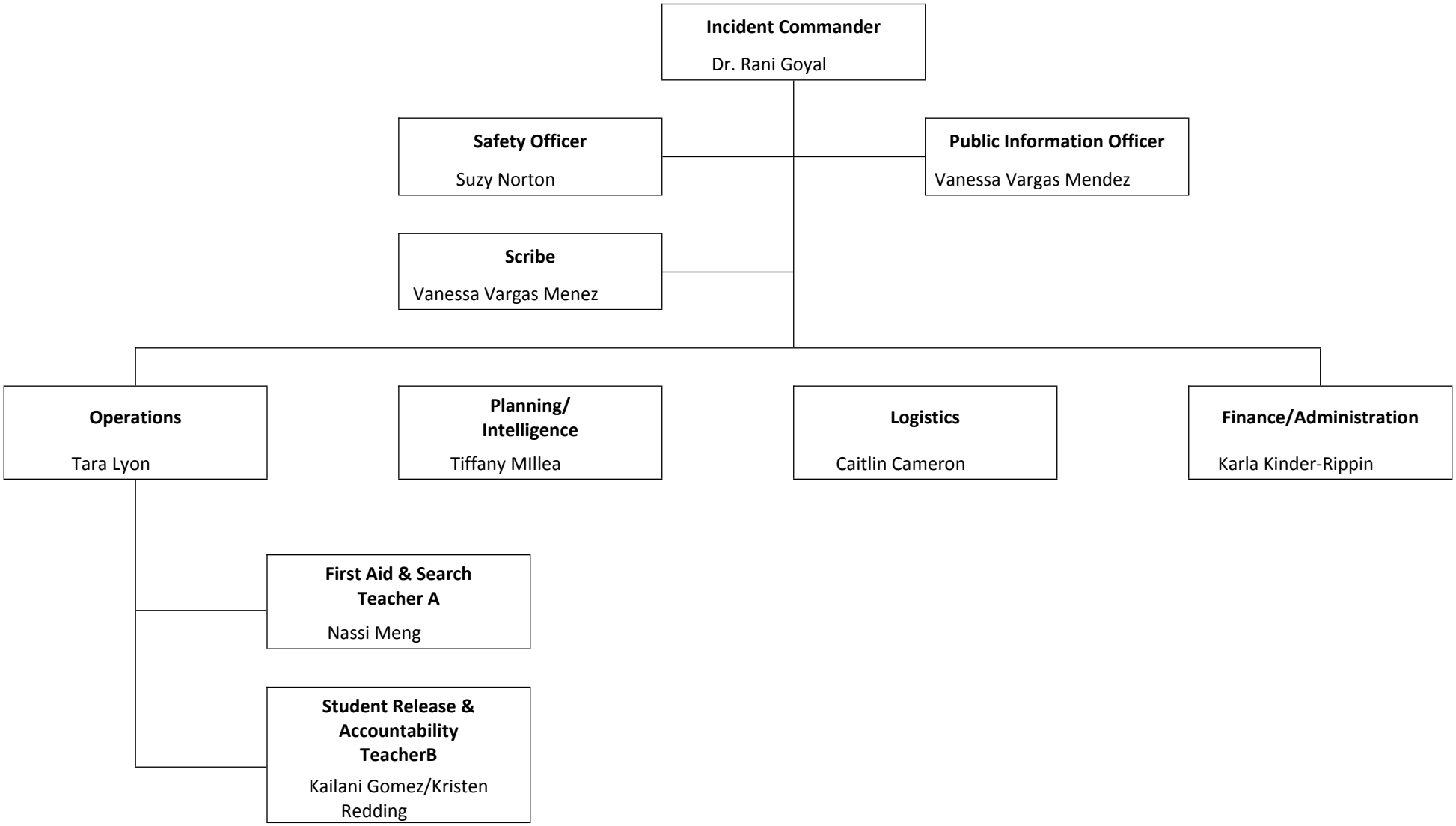
Utilities, Responders and Communication Resources

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 22, 2026	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to ELAC and gather input.	January 22, 2026	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the School Safety Committee and gather input.	January 22, 2026	Signature required on Cover Page of CSSP
Train school staff on components and implementation of the CSSP annually	March 11, 2026	

Proctor Terrace Elementary School Incident Command System



Incident Command Team Responsibilities

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

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

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

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

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

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency
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, [School Name] 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 PTES becomes unsafe, move students to the closest suitable alternate shelter.

Location: 1550 Pacific Cave, Santa Rosa, CA 95404

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
Immediately evaluate the situation and potentially engage the "Shelter in Place" emergency response from Essential 5 and initiate the Incident Command System. Refer to the Sonoma County Office of Education Air Quality Guidelines for additional precautions. When safe to do so, initiate the Emergency Communication Tree.

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

Immediately evaluate the situation and potentially engage the “Secure the Campus” emergency response from Essential 5 and initiate the Incident Command System. If needed, engage the “Evacuate” emergency response from the Essential 5. When safe to do so, initiate the Emergency Communication

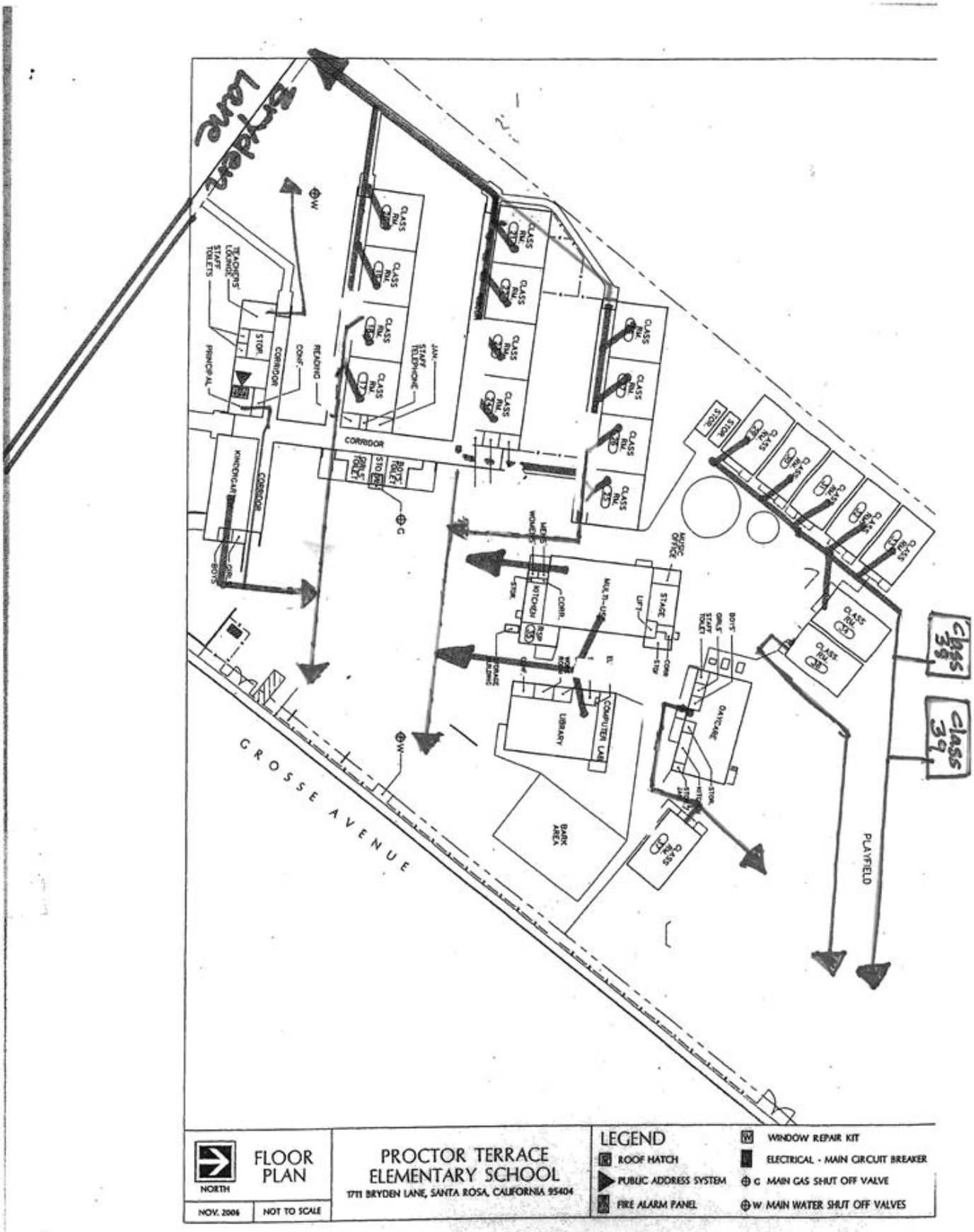
Wildfires or Wildland/Urban Interface Fires have occurred almost on a yearly basis around Sonoma County and or nearby local counties and schools may have a lot of warning about a wildfire that may affect their location, or they may have very little time to respond. In the response phase, the principal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

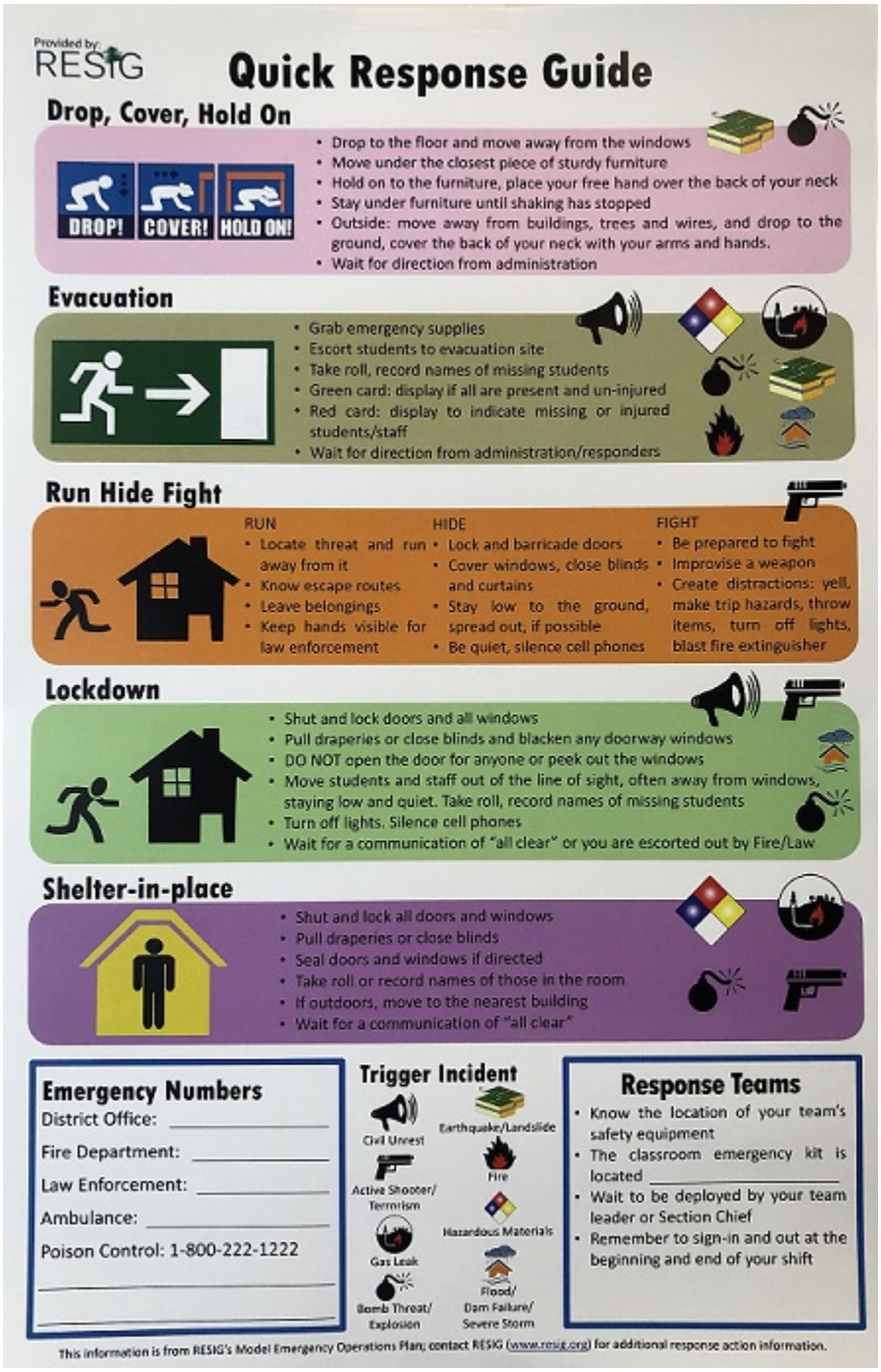
It is important for the district to constantly monitor the status of these fires as well as the air quality. Students should remain indoors away from the smoke and ash debris.

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


Bryden Lane
GROSSE AVENUE
PLAYFIELD
CORRIDOR
KINDERGAR
READING
CONF.
PRINCIPAL
STOR.
TEACHERS' LOUNGE
STAFF TOILETS
JAN.
STAFF TELEPHONE
MEN'S
WOMEN'S
KITCHEN
MULTI-USE
STAGE
LIFT
MUSIC OFFICE
LIBRARY
COMPUTER LAB
DARK AREA
OAKDALE
BOYS
GIRLS
STAFF TOILETS
Class 39
Class 39
NORTH
FLOOR PLAN
NOV. 2006
NOT TO SCALE
PROCTOR TERRACE ELEMENTARY SCHOOL
1711 BRYDEN LANE, SANTA ROSA, CALIFORNIA 95404
LEGEND
ROOF HATCH
PUBLIC ADDRESS SYSTEM
FIRE ALARM PANEL
WINDOW REPAIR KIT
ELECTRICAL - MAIN CIRCUIT BREAKER
G MAIN GAS SHUT OFF VALVE
W MAIN WATER SHUT OFF VALVES

Quick Reference Guide



Provided by: RESIG

Quick Response Guide

Drop, Cover, Hold On

- Drop to the floor and move away from the windows
- Move under the closest piece of sturdy furniture
- Hold on to the furniture, place your free hand over the back of your neck
- Stay under furniture until shaking has stopped
- Outside: move away from buildings, trees and wires, and drop to the ground, cover the back of your neck with your arms and hands.
- Wait for direction from administration

Evacuation

- Grab emergency supplies
- Escort students to evacuation site
- Take roll, record names of missing students
- Green card: display if all are present and un-injured
- Red card: display to indicate missing or injured students/staff
- Wait for direction from administration/responders

Run Hide Fight

RUN
- Locate threat and run away from it
- Know escape routes
- Leave belongings
- Keep hands visible for law enforcement

HIDE
- Lock and barricade doors
- Cover windows, close blinds and curtains
- Stay low to the ground, spread out, if possible
- Be quiet, silence cell phones

FIGHT
- Be prepared to fight
- Improvise a weapon
- Create distractions: yell, make trip hazards, throw items, turn off lights, blast fire extinguisher

Lockdown

- Shut and lock doors and all windows
- Pull draperies or close blinds and blacken any doorway windows
- DO NOT open the door for anyone or peek out the windows
- Move students and staff out of the line of sight, often away from windows, staying low and quiet. Take roll, record names of missing students
- Turn off lights. Silence cell phones
- Wait for a communication of "all clear" or you are escorted out by Fire/Law

Shelter-in-place

- Shut and lock all doors and windows
- Pull draperies or close blinds
- Seal doors and windows if directed
- Take roll or record names of those in the room
- If outdoors, move to the nearest building
- Wait for a communication of "all clear"

Emergency Numbers

District Office: _____

Fire Department: _____

Law Enforcement: _____

Ambulance: _____

Poison Control: 1-800-222-1222

_____

_____

Trigger Incident

Response Teams

- Know the location of your team's safety equipment
- The classroom emergency kit is located _____
- Wait to be deployed by your team leader or Section Chief
- Remember to sign-in and out at the beginning and end of your shift

This information is from RESIG's Model Emergency Operations Plan; contact RESIG (www.resig.org) for additional response action information.

Discipline Matrix

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

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

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

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

48915 C4 (sexual assault)
Must Expel

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

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

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

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

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

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

48915 c3 (sales)
Must Expel

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

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

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

48915 a1d(robbery)
Shall Expel unless special circumstances

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

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

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

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

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

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

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

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

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

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

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

48915 c3 (sales)
Must Expel

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

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

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

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

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

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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>
</table>

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

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

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

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