Comprehensive School Safety Plan

2026-27
School Year

School: Lewis Early Learning Academy

CDS Code: 49709120140848

District: Santa Rosa City Schools

Address: 2140 Jennings Ave
Santa Rosa, CA 95401

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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 LELA Main Office, 2230 Lomitas Avenue Santa Rosa, California, 95404.

Safety Plan Vision

The Comprehensive School Safety Plan (CSSP) for Lewis Early Learning Academy (LELA) has been developed to:

Provide a safe and orderly learning environment for students and work environment for staff.
Protect the safety and welfare of students and staff.
Protect the school's facilities and property.
Provide safe, orderly, and efficient guidance and support to restore normal operation of an environment conducive to learning.
Provide coordination between the school site and the District Office Emergency Operations Center (EOC).
Provide coordination between the school site and City and County Emergency Operations Center (EOC), as necessary.
Ensure compliance with State and Federal school safety program regulations.

Components of the Comprehensive School Safety Plan (EC 32281)

Lewis Early Learning Academy Safety Committee
Our Site Safety Committee includes key stakeholders to ensure a safe and supportive environment for all students. The team consists of administrators, teachers, support staff, and a special education representative to address diverse needs. A school nurse or health staff member provides medical guidance, while a facilities manager ensures the physical environment remains secure. Parent representatives offer family perspectives, and, when needed, we collaborate with local emergency responders for preparedness planning. Together, we assess risks, implement safety protocols, and promote a safe learning space for our youngest learners.

Assessment of School Safety
The committee reviewed multiple sources of site-based data across the three meetings, including emergency drill feedback (fire, earthquake, lockdown), staff and student incident reports, health and wellness procedures from district and site handbooks, student health plans and emergency medical authorizations, and the current School Reunification Plan and Comprehensive School Safety Plan. We also considered qualitative input from staff, classified employees, administrators, and a parent representative. From this review, the committee concluded that:

- Emergency drills are occurring regularly, but procedures must be more intentionally adapted to meet the needs of students with disabilities (e.g., mobility, sensory, and medical needs).
- There were no systemic behavior or incident trends; however, isolated environmental safety hazards (e.g., a sharp-cornered power box) required immediate attention.
- Staff benefit from clearer, more consistent communication and training around emergency roles, health needs, and reunification procedures.
- Coordination with external partners (Head Start, CCS) and families is essential to ensure consistent implementation of safety procedures.
- Accurate and up-to-date emergency contact and medical information is critical for effective emergency response.

Also, due to the young ages of the students at Lewis Early Learning Academy, students are dependent on the adults on campus to provide a safe learning environment. Students continue to learn about school safety in natural ways with their families, as part of their Special Education services, and with various emergency drills throughout the school year. Staff implements restorative and logical consequences for students rather than exclusionary discipline. The administration and all school staff continue to work diligently at building relationships within our entire school community, with a specific focus on building positive student-to-student, student-to-staff, and staff-to-family relationships. We believe that through this work, we will see fewer behavior incidents overall, particularly in the area of classroom disruptions.
At our school, we take a comprehensive approach to ensuring a safe and secure environment for students and staff. By consistently evaluating and improving these areas, we ensure that our school remains a safe and supportive environment for everyone. Our assessment process includes the following key areas:

1. Physical Environment Assessment
    - We regularly inspect entry and exit points to ensure doors are secured and visitor access is controlled.
    - Our surveillance system is monitored to maintain a safe environment.
    - Playgrounds and outdoor areas are checked for proper enclosures and well-maintained equipment.
    - Emergency equipment, including fire alarms, extinguishers, and first aid kits, is routinely inspected for functionality.

2. Staff & Student Perception Surveys
    - We conduct anonymous surveys to gather feedback on how safe staff and students feel at school.
    - Reports of bullying, violence, or safety concerns are reviewed and addressed promptly.
    - We ensure that all staff and students are aware of emergency procedures.

3. Supervision & Behavior Management
    - Staff actively monitor common areas to ensure student safety.
    - We implement positive behavior supports and clear expectations for student conduct.
    - Crisis response protocols are in place to address behavioral concerns effectively.

4. Emergency Preparedness
- We conduct regular fire, earthquake, and lockdown drills to ensure readiness.
- Staff are trained on crisis response procedures, including evacuations and lockdowns.
- Communication systems are in place to quickly notify families and emergency responders when necessary.

5. Health & Wellness
- We follow strict protocols for administering medication and managing allergies.
- Classrooms and restrooms are maintained with high standards of cleanliness and hygiene.
- We provide specialized care and accommodations for students with disabilities, ensuring they have equal access to a safe and supportive learning environment, including individualized support plans and accessible facilities.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Based on the data review--and the committee's overarching goals of inclusive safety planning, proactive hazard mitigation, staff preparedness, and strong collaboration with families and community partners--the committee implemented and prioritized the following strategies:

- Established and communicated a clear emergency drill schedule, shared with staff and families through multiple platforms (ParentSquare, ClassDojo, staff Google Calendar).
- Reviewed and updated the School Reunification Plan with a focus on accessibility and clarity of staff roles, including plans for students with specialized needs.
- Planned targeted staff trainings related to emergency response, health and medical needs, and reunification procedures.
- Increased collaboration with partner programs (Head Start, CCS) to align emergency procedures and avoid conflicting plans.
- Addressed identified physical safety hazards through maintenance requests and follow-up.
- Strengthened proactive communication with families regarding safety expectations, emergency preparedness, and the importance of updated contact information.
- Continued routine review of incident data to monitor for emerging trends and adjust supports as needed.

In addition, under California Education Code (EC) 32281, a comprehensive school safety plan (CSSP) must be developed and maintained by each school. The plan should address safety concerns for students and staff and include the following key components:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)
(C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
(E) Sexual Harassment Policies (EC 212.6[b])
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from school (EC 35294.2)
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
(J) Tactical Responses (EC 32282(a)[2](J))

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

Support Staff at the Schools:
Counselors - 0
Psychologists - 1
Family Engagement Facilitators - 0
EL Specialists - 0

SOLL Counselors - 0
Restorative Specialists - 0

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

District and Community Safety Teams who meet on a regular basis:
District Behavior Threat Assessment Team (meets as needed to review students needing extra supports) - More detailed below
Safety Advisory Round Table (SART) meets monthly
Safe Routes to Schools (SRTS) meets monthly
The Santa Rosa Partnership Policy & Operations meet monthly
Santa Rosa Public Safety Working Meeting meets quarterly

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

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

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

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

SB 906 - 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.* 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.
* See California Civil Code Section 1714.3.

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

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

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

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

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

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

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

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

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

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

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

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

2.Required Components of the Individualized Safety Plan
The ISP must describe the adaptations to the comprehensive school safety plan that are necessary to reasonably ensure the safety of the student. These include, but are not limited to::
Alternative Procedures: Alternative evacuation routes, shelter-in-place procedures, and/or drop procedures specific to the pupil's disability (e.g., a student in a wheelchair facing away from windows, locking brakes, and protecting their head and neck during an earthquake).
Specific Equipment: Safety equipment specific to the pupil's needs (e.g., specialized evacuation devices, medical supplies, communication aids).
Training of Personnel: Additional training of school personnel required to execute the pupil's specific safety adaptations.
Logistical Support: Anticipated logistical support needed to reasonably ensure the pupil's safety during an emergency.

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

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

Emergency Facility Use & Procedures
In an emergency event where a shelter is needed, the following link can assist with the use of SRCS Online Facility Use Permits: https://www.srcschools.org/community/school-facility-use-permits/school-facility-use-permits-2
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.

The Board 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. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

(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)
Lewis Early Learning Academy has a dress code policy for all students. To keep our students safe and comfortable and to keep in accordance with District guidelines, we ask that all students follow the school dress code:

1. All clothing must fit. Pants must be worn at the waist and may not be more than one size bigger than the student's waist.
2. Shirts and tops must cover the midriffs, but not be longer than hip level. School t-shirts are acceptable any day.
3. Skirts, dresses, and shorts must be long enough to not be revealing or inappropriate for school.
4. Shoes must be flat with closed toes or athletic style.
5. Jackets are allowed in any color. School t-shirts are acceptable any day. No symbols affiliated with gangs, nudity, sex, violence, drugs/alcohol, or profanity will be allowed.
6. No large hoop or dangling earrings. No exposed body piercings that create safety issues or disrupt learning.
7. No make-up.

To help your child stay comfortable, safe, and ready to learn and play, we ask that families follow our preschool dress guidelines:

Comfort First: Children should wear clothes that are easy to move in and okay to get messy. We do lots of painting, playing, and exploring!
Safe Shoes: Please send your child in closed-toe shoes (like sneakers) every day. Sandals, flip-flops, or shoes without a back strap can be unsafe on the playground.
Weather Ready: Dress your child in comfortable, weather-appropriate layers to help them stay warm or cool throughout the day, both indoors and outdoors.
Spare Clothes: Accidents happen! Please keep a full extra set of clothes (top, bottom, underwear, and socks) in your child's backpack.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Utmost care should be used by pedestrians, bicyclists, motor vehicles, and all other forms of transportation on campus and on streets immediately surrounding the campus. Special care should be taken on the school grounds. Students and parents need to be extremely careful dropping off and picking up their children at school. Children should not run to and from vehicles.

Students at Lewis Early Learning Academy arrive to and leave from the campus by one of three methods: Bus, Walking with Parent, or Parent/Guardian Vehicle.

- Buses drop off and pick up students in the circle on the north entrance to campus. Students are supervised by staff as they ingress and egress.
- Walking students enter on the north side of campus, through the main gate between the main office and the Multi Purpose Room (MPR). Students are supervised by their parents as they ingress and egress.
- Parent drop off occurs with parents parking in the designated parking spaces in the main parking lot (along Jennings Ave) and entering on the north side of campus, through the main gate between the main office and the Multi Purpose Room (MPR). Students are supervised by their parents as they ingress and egress.

PARKING
To aid in the safe ingress and egress of pupils, parents, and staff, we ask that all drivers safely park in appropriately designated parking spaces.

CAMPUS VISITORS
Due to the itinerant nature of services at Lewis Early Learning Academy, all regular campus visitors must report directly to their service location on campus. Any other visitors to campus must report to the main office.

RELEASING CHILDREN FROM SCHOOL
A child may not be released to anyone other than a parent, guardian, or a person listed on the child's emergency card. A child may go home with someone other than those listed on the card only if we have written permission from the parent. This note should be given to office staff. If someone other than who is listed on the emergency card arrives at the school to pick up a child, the child will not be released to that person unless the parent or guardian can be reached to approve such release. Parents are requested to send a note to the school if the child will be leaving from school early.

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

Component:
Student and Family Connections

Element:
Lewis Early Learning Academy is committed to fostering strong relationships with students and families to build a welcoming and inclusive school community. We strive to provide our youngest learners with a positive first school experience, laying the foundation for appropriate school behavior, academic success, and a lifelong love of learning. To strengthen this sense of belonging, we continue to develop programs that engage students and families, ensuring they feel valued and connected to our school.

Opportunity for Improvement:
We aim to further strengthen connections among our diverse population and programs, ensuring that all students, families, and staff feel included, heard, and celebrated as part of the Lewis Early Learning Academy community.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide educational support for families	Organize and host "Family Connection & Learning Series" sessions to equip families with tools and knowledge to support their children's learning and development.	Funding for materials; Planning and implementing	Principal	Attendance data, teacher and parent feedback/surveys
Strengthen family engagement	Plan and implement events that connect students, families, and staff in meaningful activities that promote health, safety, and learning.	Funding for materials; Planning and implementing	Principal	Attendance data, teacher and parent feedback/surveys
Promote positive behavior, life skills, and school pride	Teaching of positive behavior, life skills, and school pride. Continue Student of the Month awards to recognize these positive behaviors/skills in our students.	PBIS & Life Skills materials, award certificates, award t-shirts	Principal and Staff	Teacher and parent reporting and/or surveying
Build school spirit and community pride	Organize School Spirit Days to encourage participation and strengthen school identity among students and staff.	Promotion of school spirit days and school logo-wear	Principal and Staff	Participation rates, teacher and parent feedback/surveys

Component:
Physical Environment & Safety Measures

Element:
Lewis Early Learning Academy is dedicated to providing a physically safe and well-maintained environment for students, families, and staff. Through careful planning, preparation, and practice, we ensure that our school remains a secure and welcoming place for learning and teaching.

Opportunity for Improvement:
As we transition to a new campus, we continue to explore and implement measures that enhance the safety, health, and functionality of our facilities. Our goal is for all members of our school community to feel secure and take pride in their learning environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Enhance emergency preparedness	Conduct regular safety drills and provide ongoing training to staff and students to mitigate potential risks.	CSP, District Safety Team, SCOE/RESIG Safety Team	Principal, Office Manager, Custodian, Staff, School Safety Committee Members	Annual review by School Safety Committee
Strengthen campus security	Conduct monthly safety inspections of entry and exit points, playgrounds, and emergency equipment; Ensure all security cameras and monitoring systems are functional and reviewed regularly; Maintain clear visitor management procedures, including ID checks and controlled access to school buildings.	District Tech. Department, Maintenance & Operations, Facilities, and Business Services	Principal	Annual review by School Safety Committee
Share campus safety expectations with families	Provide guidance and expectations in LELA Handbook about campus safety (i.e. parking, drop off, main entrance, visitor policy, reunification plans, safety drills, etc)	School Safety Committee	Principal	Staff and parent reporting and/or surveying

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Lewis Early Learning Academy Student Conduct Code

We recognize that all students — including those with extensive needs or on the autism spectrum — will make mistakes as part of their learning and development. Our goal is to help them understand the impact of their actions, support them in making things right, and guide them toward positive future choices in a way that is respectful, supportive, and developmentally appropriate. We are committed to meeting students where they are, using visuals, social stories, modeling, and collaboration with families and support teams to help each child succeed socially and emotionally. When addressing behavior, we use a restorative approach that considers each student's unique communication, sensory, and regulation needs. Consequences are thoughtfully chosen and may include:

Natural Consequences: These occur as a direct result of a student's action (e.g., a toy is no longer available if it's broken).
Logical Consequences: These are directly related to the behavior and are designed to support understanding, accountability, and skill-building (e.g., helping clean up after making a mess).
Restorative Consequences: These focus on repairing relationships or harm caused, using strategies that are accessible and appropriate for the student's developmental and communication level (e.g., offering a drawing or kind gesture to a peer).

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
Lewis Early Learning Academy

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.

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State Guidance

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

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

Procedures Regarding Pupil Smartphone Use During Emergencies

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

Mandatory Policy Adoption and Review Requirements

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

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

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

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

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

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

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

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

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

Safety Plan Review, Evaluation and Amendment Procedures

Review and Evaluation:

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

Amendment, Adoption, and Approval Timeline:

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

Safety Plan Appendices

Emergency Contact Numbers

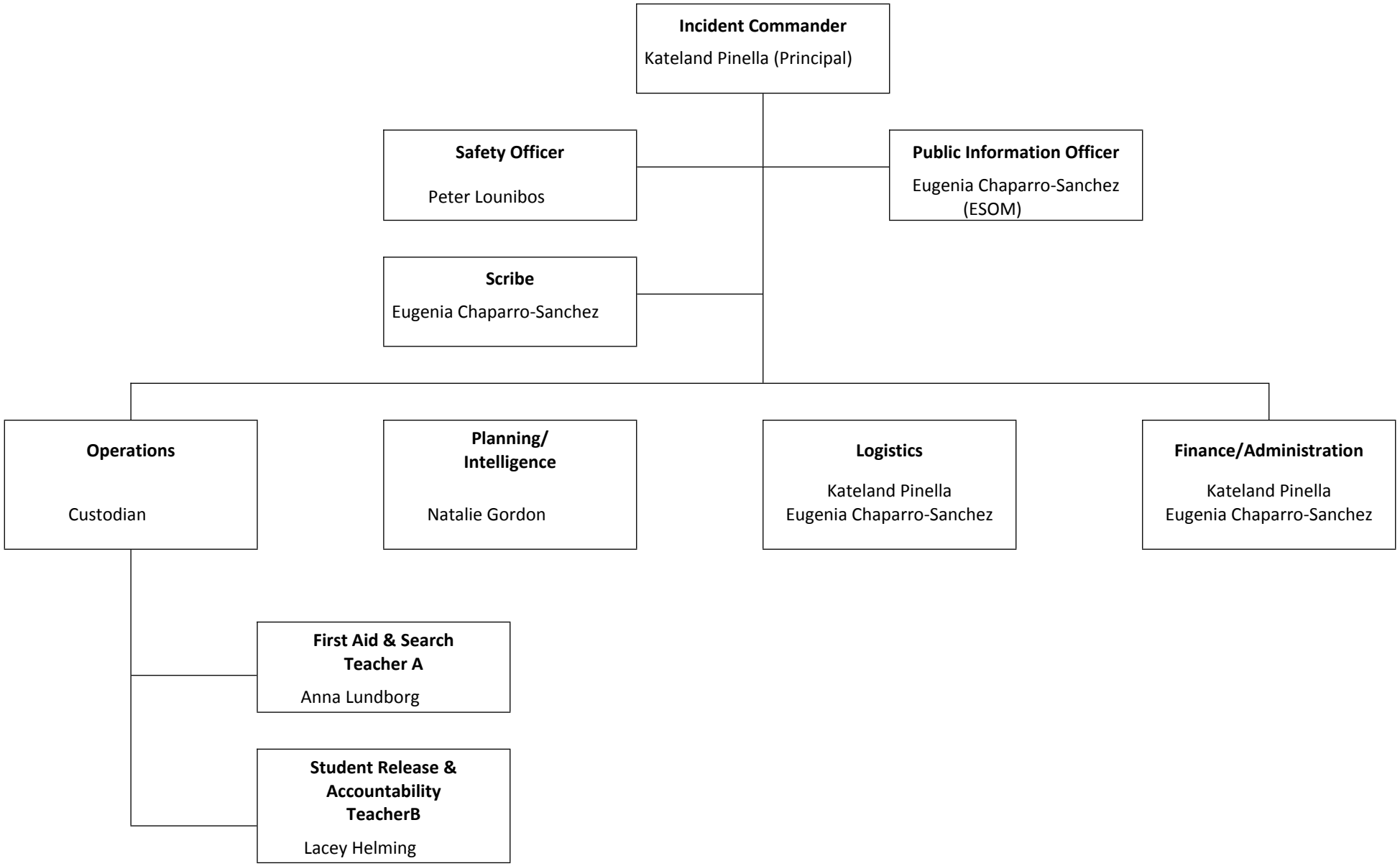
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	Fire and EMS Dispatch	911 or 707-568-5933	Emergency Redcom Dispatch
Law Enforcement/Fire/Paramedic	SR Fire Department	911 or 707-543-3500	FIre
Law Enforcement/Fire/Paramedic	SR Police Department	911 or 707-543-3600	Emergency
Law Enforcement/Fire/Paramedic	SR Police Non-Emergency Dispatch	707-528-5222	Non Emergency
School District	Office of the Superintendent	707-890-3800 x 80105	Lisa August, Interim
School District	SRCS Communications Public Information Officer	707-890-3800 x 80305	Patrick Gannon
Public Utilities	PG&E	1-800-743-5002	Electrical, Gas, Outages
Public Utilities	SR Utilities Dept. (Water	707-543-4200	Water
Other	Animal Control (Sonoma County)	707-565-7100	Animal Control

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Present Comprehensive School Safety Plan to the School Site Council and gather input.	N/A	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the English Learner Advisory Committee (ELAC) and gather input.	N/A	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the School Safety Committee and gather input.	March 2, 2026; 12:30pm	Signature required on Cover Page of CSSP
Train school staff on components and implementation of the CSSP annually.	August 19, 2026; 12:30-2:00pm	Meeting Agenda & Resources

Lewis Early Learning Academy 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:
Our Comprehensive Site Safety Plans are written in the format of the Incident Command System. We must operationalize ICS with any person being able to do any job at any time. The Santa Rosa City Schools ICS is available within our "Safety--Comprehensive Framework" on the shared drive.

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 notifies the Superintendent/ District Incident Command.
6. The principal ensures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.
7. Do not enter any building or classroom, until authorized by the Principal, or designee and the fire department.
8. The principal advises parents of the release of students to an alternate location.

Animal Disturbance

1. Isolate the pupils from the animal. The first consideration is the safety of the pupils and personnel.
    - If an animal is outside, keep pupils inside.
    - If an animal is inside; keep pupils outside or in some other sheltered area.
    - Call the office to report.
2. The principal notifies the Superintendent/ District 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

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

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.
6. The principal may also decide to call the fire department or police, if, in his/her opinion is warranted.
7. The principal notifies parents of the situation.
8. If students have been removed to an alternate/safe location for pick up.
9. Resume school after the building(s) have been inspected and determined safe by proper authorities.
10. 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 Lewis Early Learning Academy becomes unsafe, move students to a closest suitable alternate shelter.

Location: Finely Park

Bus Disaster

1. Supervise the care of children if an emergency occurs while children are on the bus.
2. Issue DUCK, COVER AND HOLD command if an earthquake or surprise attack occurs while children are on a bus.
3. Transfer students to new locations, when directed by the principal.
4. The principal notifies the Superintendent/ District Incident Command.
5. The principal notifies parents.

Cardiac Arrest
In accordance with Education Code 32282 and AB 2887, the Lewis Early Learning Academy 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.

Inside School
PRINCIPAL/DESIGNEE ACTIONS:
1. If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
2. Set up a communication exchange with the students, staff, and principal. Try to restore order.
3. If unable to calm students and violent or uncontrolled behavior is probable, notify police of the situation and request assistance.
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.
5. 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.

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

Outside of School
PRINCIPAL/DESIGNEE ACTIONS:
1. Call 911.
2. Move any students who are outside the school building inside. If unable to do so, have students lie down and cover their heads.

3. 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.
4. Cancel all outside activities.
5. Maintain an accurate record of events, conversations, and actions.
6. Assign staff members to assist as necessary.

STAFF ACTIONS:
1. 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.
2. Instruct students to DUCK, COVER AND HOLD, lie on the floor, and keep students calm.
3. Care for the injured, if any.
4. 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)
1. 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.
2. Training Program: All certificated and classified staff shall receive annual training on the Earthquake Emergency Procedure System.
3. 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:
1. DROP: Get down on hands and knees to avoid being knocked down.
2. 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.
3. HOLD ON: Hold onto the leg of the table or desk until the shaking stops. If it moves, move with it.
4. SILENCE: Students shall remain silent and await instructions from the teacher or administrator.

After (Evacuation & Assessment)
1. Wait: Do not evacuate until the shaking has completely stopped.
2. Assess: Teachers will perform a quick visual check for injuries and immediate hazards (e.g., gas smells, fires) before moving.
3. Evacuate: Using designated routes (considering students with disabilities), classes will move to their evacuation zone if safe.
4. 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).

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.
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.

Threat of Explosion
1. Initiate Action EVACUATION. Responsibility of Principal, Lead Teacher, or School Office Manager
2.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.

Unsafe School Conditions
If Lewis Early Learning Academy becomes unsafe, move students to a closest suitable alternate shelter.

Location: Finely Park

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 - 59909 - 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 - 59909 - 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 storm water 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:

PRINCIPAL/DESIGNEE ACTIONS:

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.

STAFF ACTIONS:

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 on the NWS HeatRisk forecast. 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
During the School Day
1. Notify the District Superintendent/District Incident Command.
2. 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.
3. Assess food preparation facilities
4. Estimate the number of persons requiring shelter and for what period of time
5. Assess the adequacy of available water, food, blankets, and other supplies
6. Control conservation of water
7. Establish a list of all persons on campus and determine any special needs.
8. Report additional equipment and supply needs to the District Emergency Operations Center (EOC)
9. Set up portable latrines as needed

Before the start of the School Day
1. Notify the District Superintendent/District Incident Command.
2. If the loss of power is before the start of school hours, the Superintendent will make the decision to close schools. School closure and event cancellation is ultimately a school district-by school district decision based on local conditions.
3. The principal will send a message via the message system to the school community (parents and staff) in English and Spanish.
4. 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.

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

6. Account for all building occupants and determine the extent of injuries.
7. Notify the Superintendent/ District Incident Command.
8. The decision to relocate students will be made by Law Enforcement/Principal/Superintendent/District Incident Command.
9. Follow the Student Request and Release Procedures if school dismissal is warranted by the Office of the Superintendent/ District Incident Command.
10. The principal advises parents of the removal of students to an alternate location.
11. Students released to parents from alternate/safe location.
12. School closure and event cancellation is ultimately a school district-by school district decision based on local conditions.

STAFF ACTIONS:
1. Notify Principal
2. Move students away from the immediate vicinity of the crash.
3. EVACUATE student to the evacuation assembly/safe area away from the crash. Take the class list and red emergency backpack.
4. Check the school site to assure that all student have evacuated.
5. Take attendance at the evacuation assembly area
6. Report missing students (pink form) to the principal/designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the school site when emergency response officials have determined it is safe to return to the building.
10. 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.)

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:
1. Keep the individual under continuous adult supervision.
2. Keep the individual on campus until the parent/guardian has been notified.
3. Arrange appropriate support services for the necessary care of the individual.
4. 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).
5. School professional (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:
1. Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
2. Notify principal/designee
3. Notify school nurse, school psychologist, counselor or social worker.
4. 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:
1. CALL 911
2. Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
3. 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.
4. Provide a list of potentially affected students and staff to responding authorities.
5. Provide staff with information on possible poisonous materials in the building.
6. Notify District Superintendent/District Incident Command of situation and number of students and staff affected.

STAFF ACTIONS:
1. Notify principal/designee
2. CALL the POISON CENTER HOTLINE 1-800-222-1222.
3. Administer first aid as directed by the poison information center.
4. 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)

PRINCIPAL/DESIGNEE ACTIONS:
1. 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.
2. 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.
3. Call 911 and notify the District Superintendent/District Incident Command when it is safe to do so.

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

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

PRINCIPAL/DESIGNEE ACTIONS:
1. 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 Tree.

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



ON Campus Evacuation

Quick Reference Guide

EMERGENCY RESPONSE ACTIONS



1. SHELTER IN PLACE

Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife.

- Close doors & windows
- Monitor communications
- Students/Staff remain in room & continue class as "normal"
- Call office/campus supervisors if assistance is needed
- No Students IN/OUT of class unless essential & safe (*supervision required)
- Shut off air conditioner/heater if warranted



2. DROP, COVER & HOLD ON

Implement during an earthquake or explosion to protect occupants from flying and falling debris.

- Drop to the ground
- Take cover under a sturdy desk or table
- Hold on until shaking stops
- If no cover available, protect your your head and neck with your arms
- Stay away from windows and objects that could fall
- Evacuate when safe, if there is damage to the building



3. SECURE THE CAMPUS

Initiate for a potential threat of danger in the surrounding community.

- Lock Doors/Windows/Halls/Gates
- Windows covered at staff discretion
- Remain in classroom and continue class as "normal"
- No students IN/OUT of class unless essential & safe (*supervision required)
- Monitor communications
- Students remain in class until "ALL CLEAR"



4. LOCKDOWN/BARRICADE

Initiate for an immediate threat of danger to occupants of a campus or school building.

- Lock Doors/Windows & Halls/Gates if safe
- Do not open the door for anyone
- Close Blinds/Cover Windows/Lights Off
- Hide & Protect. No people In/Out of Class (not even for the restroom)
- Silence electronics & phones, may text parent/guardian location & status
- Monitor communications
- If immediate threat- Run to safety if able to escape & keep hands visible



5. EVACUATION

Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.

- Take account of unique needs of individuals with access and functional needs
- If appropriate, bring your keys, emergency kit, roll sheets, and radio with you when you exit the building
- Follow evacuation route & procedure for safe exit
- Report to pre-assigned gathering location
- Take roll and report missing students, student injury, or surplus students/staff to administrator
- Run, Hide, Fight if necessary

Discipline Matrix

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

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

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

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

48915 C4 (sexual assault)
Must Expel

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

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

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

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

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

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

48915 c3 (sales)
Must Expel

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

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

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

48915 a1d(robbery)
Shall Expel unless special circumstances

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

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

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

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

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

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

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

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

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

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

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

48915 c3 (sales)
Must Expel

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

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

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

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

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

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

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

May Include

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

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

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

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

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