Comprehensive School Safety Plan

2026-27
School Year

School: Piner Junior Senior High School

CDS Code: 49709204935292

District: Santa Rosa City Schools

Address: 1700 Fulton Drive
Santa Rosa CA 95403

Date of Adoption: 2026-2027

Date of Update: 1-8-26

Date of Review:

- **with Staff** 1-21-26
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

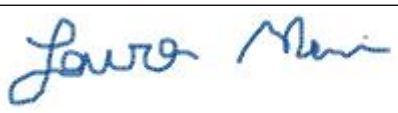
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Allen Foster	School Site Council Representative		1-28-26 (see attachment)
Laura Martinez	ELAC Representative		1/27/2026
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Kamilah Larios Curiel	SSC President (student)		1-28-26 (see attachment)

Table of Contents

Comprehensive School Safety Plan Purpose 5

Safety Plan Vision 5

Components of the Comprehensive School Safety Plan (EC 32281) 6

Promoting School Safety 7

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166) 9

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100) 9

Emergency Facility Use & Procedures 11

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines 11

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079) 11

(E) Sexual Harassment Policies (EC 212.6 [b]) 11

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183) 12

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) 12

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) 13

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) 14

(J) Tactical Responses (See EOP, ANNEX B) (EC 32282(a)[2](J)) 14

(K) Procedures for Preventing Acts of Bullying and Cyber-bullying 15

Opioid Prevention and Life-Saving Response Procedures 15

Response Procedures for Dangerous, Violent, or Unlawful Activities 16

Continuity of Operations 16

Procedures for Immigration Enforcement Notification 19

Procedures Regarding Pupil Smartphone Use During Emergencies 21

Safety Plan Review, Evaluation and Amendment Procedures 22

Safety Plan Appendices 23

Emergency Contact Numbers 24

Safety Plan Review, Evaluation and Amendment Procedures 25

Piner Junior Senior High School Incident Command System 26

Incident Command Team Responsibilities 27

Emergency Response Guidelines 28

Step One: Identify the Type of Emergency 28

Step Two: Identify the Level of Emergency....28
Step Three: Determine the Immediate Response Action....28
Step Four: Communicate the Appropriate Response Action....28
Types of Emergencies & Specific Procedures....29
Aircraft Crash....29
Animal Disturbance....29
Armed Assault on Campus....29
Biological or Chemical Release....30
Bomb Threat/ Threat Of violence....31
Bus Disaster....31
Cardiac Arrest....32
Disorderly Conduct....32
Earthquake....33
Explosion or Risk Of Explosion....34
Fire in Surrounding Area....34
Fire on School Grounds....34
Flooding....35
Heat (Excessive) and Air Quality....36
Loss or Failure Of Utilities....36
Motor Vehicle Crash....36
Pandemic....38
Psychological Trauma....38
Suspected Contamination of Food or Water....38
Tactical Responses to Criminal Incidents....39
Unlawful Demonstration or Walkout....40
Wildland/Urban Interface Fire....40
Emergency Evacuation Map....42
Quick Reference Guide....43

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 1700 Fulton Rd., Santa Rosa, CA (Main Office).

Safety Plan Vision

To create a safe, inclusive learning environment that supports student well-being and empowers all students to engage fully in their education.

Components of the Comprehensive School Safety Plan (EC 32281)

Piner Junior Senior High School Safety Committee
Safety Committee Members: 2 administrator designees, 2 parents, 2 students, 2 certifcated staff (classroom teachers) and 2 classified staff (student safety advisors-SSAs). The committee meets 5 times per school year from 3:15 - 4:15 PM on the 1st Thursday of the month.

Assessment of School Safety
The following data was reviewed: Office referrals. Attendance rates / Chronic absences and School Attendance Review Board (SARB) data/ Suspension and expulsion data/Panorama/ Local law enforcement service calls/referrals/Property damage data/Fire inspection reports/Needs Assessment parent survey.

How: Data was gather by VPs on the committee that included multiple measures: discipline office referrals that included major and minor offenses, surveys to students and families - Panorama and School Needs Assessment, data from referrals to law enforcement in Aeries, property damage reports submitted to RESIG, Fire Inspection results, SRCS Analytics site report on attendance rate and chromic absences (truancy).

When: Data gathered in November and December - needs assessment and Panorama, Week of January 5, 2026, Aeries reports. The data gathered was reviewed at the Safety Committee meeting on January 8, 2026.

Who: Safety Committee members

Findings:
Discipline (MINORS) data analysis:
7th & 9th grade is the critical intervention point
Highest number of students
Highest concentration of severe cases (5–6 and 7+ minors)
Most disciplines (MINORS) are low-level (1–2)
Suggests early corrective strategies can be effective if applied quickly
Severity decreases steadily by grade
Indicates current systems may work over time, but earlier intervention could reduce workload and consequences
Upper grades show success
11th and 12th grades have no high-severity cases, which is a positive outcome to highlight

MAJORS data analysis:
Grades 9–10: Highest concentration of students with 1–2 assertive (major) behavior incidents (32 students in each grade).
Grades 11–12: Significantly fewer students with assertive (major) incidents (11 in grade 11; 8 in grade 12).
Multiple assertive (major) (3+): Extremely rare.
Severe repeat behavior (7+ incidents): None across all grade levels.
Connection:
Higher rates of assertive (major) behavior incidents in 9th and 10th grade suggest challenges with student adjustment, engagement, and school connectedness, especially during key transition years.

Strategies for Discipline (Minor) and Assertive (Major) Incidents:
Strengthen Tier 1 and Tier 2 supports in grades 7-8 and 9–10
Expand restorative practices and relationship-centered interventions
Continue to monitor repeat incidents to ensure consistency and equity in discipline practices

Goal: To increase student engagement and decrease suspensions by 5%

To increase student attendance, SART and SARB meetings are held to understand and put in place supports needed by the student and their family for the student to be successful and increase attendance rate. If the student continues to have chronic absences, the next step is a SARB meeting at the District level for additional supports.

Goal: To increase the site attendance rate to 95% through SART and SARB meetings, building relationships with students and their families, Tier 1-3 support, and reminding them about the importance of daily on-time attendance. Currently: HCMS 91.38% and PHS 93.22%.

The area of vulnerability is getting students off campus, should an emergency happen where transportation off campus is needed. We have a walking plan to off-site school locations-Comstock and Monroe Schools, and will implement it if needed.
A technological hazard is if there is damage to our server, halting communication via phone and walkie-talkies.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
Piner High School strives to have and build student rapport and a supportive academic and learning environment. This is achieved through a merger of programs and strategies, such as the School-Based Therapist (SBT), which provides on-site support for students experiencing mental health difficulties. Staff refer students to counselors, and Tier 2 bi-monthly meetings are held to discuss referrals and determine additional support. A counselor manages Tier 2 referrals.
Counselors provide academic guidance and general counseling support by checking in with students as needed or when they have witnessed a traumatic event. If a student needs therapy, the student is referred to Tier 2 for discussion or directly to SBT.
Piner High School (PHS) Multi-Tiered Support Systems (MTSS) Behavior Expectation / Support Services Presentation - A PowerPoint presentation to students and staff on general behavior expectations and consequences, attendance, and on-campus support services. Signs on campus direct visitors to the Main Office, where they are greeted, asked to sign in to the visitors' log, receive a badge, and sign out when leaving campus. Student Safety Advisors (SSAs) (6-member team) and Administration (4-member team) supervise students before and after school. All SSAs have been trained in Restorative practices. Safety Training that includes the Incident Command Plan, Safety Drills, Narcan, and Active Shooter response via a PowerPoint presentation and videos at the first staff meeting of the school year. The Emergency drills (AKA-stie safety drills) are scheduled per the Ed Code, and a schedule is provided to staff in the spring and reviewed at the first staff meeting of the school year.
Reminders about safety practice drills are sent to students, staff, and parents 1 week before the practice drill and the week of the practice drill. A comprehensive drill that includes a mock student release training is practiced in October on the day of the CA Shakeout, and a dynamic drill (passing bell) is practiced in the spring, and information/training is provided at a staff meeting before the practice drills. Piner has a video surveillance system that monitors and records the school grounds with over 100 cameras. The footage from these cameras is used to review any incidents of vandalism or student school violations and is part of the collection of information available to school administrators to prevent and increase safety on campus. Maintenance work orders are submitted via School Dude by any staff member when unsafe conditions exist on campus. The lead custodian filters the work orders and forwards those beyond his scope, such as roof leaks or HVAC issues, to District staff. The STOPIt App is used to report anonymously. Students and parents are often reminded of the various methods to report safety concerns, and this information is also shared at the beginning of the school year in the PHS MTSS Behavior Expectation / Support Services Presentation and throughout the school year.

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

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

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

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

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

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

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

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

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

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

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

Safe Firearm Storage Annual Notification
Parents and legal guardians in the Santa Rosa City School District have responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.
To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.
With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades transition kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.[1]
Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian unless reasonable action is taken to secure the firearm against access

by the child, even where a minor never actually accesses the firearm.[2]
In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.[3]
Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.4
Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

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

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

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

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

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

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

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

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

PUPIL PROTECTION POLICY
The policy of the Board of Education for pupil protection is as follows:
1. The safety and security of students and school staff are of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.

3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian, before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office and wear a visitor or volunteer badge. All volunteers must also sign in on our volunteer log. Visitors from SCOE and related agencies must sign i,n 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 that could cause these students to experience difficulties complying with emergency procedures. A plan for each student will
be developed to ensure their safety.

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

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

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

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

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

Emergency Facility Use & Procedures
In an emergency event where a shelter is needed, the following link can assist with the use of SRCS Online Facility Use Permits: https://srcs.civicpermits.com/Account/Login
This procedure can be used to allow a public agency, including the American Red Cross (ARC), to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency. The district office is notified and an agreement is signed between both parties to formalize the usage.

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

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

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

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

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

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

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

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

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
The school maintains written procedures to ensure that teachers are promptly informed when a student has engaged in behavior that may pose a danger to others, in accordance with Education Code 49079. Administrators review relevant disciplinary, behavioral, and safety records and notify teachers with a legitimate educational interest while maintaining student confidentiality. Information shared is limited to what is necessary to protect student and staff safety and to support appropriate instructional and behavioral planning. Ongoing communication and documentation procedures are in place to ensure timely updates and compliance with legal requirements. Staff are notified via email.

(E) Sexual Harassment Policies (EC 212.6 [b])
SEXUAL HARASSMENT POLICY (EC §231.5; 5 CCR §4917) Each district is required to have adopted a written policy on sexual harassment and shall provide a copy of such policy, as it pertains to students, with the annual notification. Districts are also required to display such policies in a prominent location and include it in orientation for employees and students, and provide a copy of such policies to new and continuing students. For information on Santa Rosa City Schools Sexual Harassment Policy and Nondiscrimination/Harassment Policy please see Your Rights page on the SRCS website. Also, please refer to Board Policy 5145.7 Sexual Harassment (students) and Board Policy 5145.3 Nondiscrimination/Harassment.

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

Title IX / Gender Equity / Sexual Harassment / Discrimination (All Students):
Stacy Desideri

110 Stony Point ste. 105
Santa Rosa, CA 95401
(707) 890-3800 x 80413
sdesideri@srcs.k12.ca.us

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

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

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

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Piner High School dress code is aimed at creating a positive learning environment by reducing inequities and unnecessary disciplinary incidents.

• All students are encouraged to dress in a manner that is comfortable and conducive to learning.

• Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.

• The student dress code should serve to support all students in developing a body-positive self-image.

Under the dress code policies, students must still wear:
• Bottoms
• Tops
• Shoes
• Clothing must cover genitals, buttocks, chest, and areolae/ nipples with opaque material.
NOT PERMITTED: more than two items on the person of the colors red or blue; due to safety reasons.

Consequences: Dress Code Violation Consequences
1st Offense: Warning with Guardian Contact
2nd Offense: Guardian meeting and potential for detention
3rd Offense: Other disciplinary action, which may include
additional detention time, suspension, restorative assignment, community service, or placement on the Loss of Privilege List.

Dress code information can be found on the 26-27 PJSHS MTSS Behavior Expectation / Support Services Presentation English Link: https://drive.google.com/file/d/1CNOu-1gPhePINvWHl3v9010PB3WMppj9/view?usp=sharing and the 26-27 PJSHS MTSS Behavior Expectation / Support Services Presentation Spanish Link: https://drive.google.com/file/d/1UJcmd6qvc2LWFt8ZllEkgHTCpH6WDyT3/view?usp=sharing and See attachment "Dress Code bilingual slides."

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
Piner High School is a closed campus. Students are permitted to leave with parents' permission by checking out through the health office or attendance office.

The school parking lots and entry points are monitored by staff before school, after school, and throughout the day. Neighbors are encouraged to report any suspicious activity around the campus's perimeter.
The Santa Rosa Police Department (SRPD) Dispatch (707-528-5222) responds promptly to calls from the school site when support is needed.
Signs directing visitors to the Main Office are posted at every entrance. Visitors to the campus are required to sign in at the Main Office and receive a name tag before proceeding to offices or the
classroom areas.
Students are informed that they may be suspended for illegal activity, which occurs on the way to and from school, and at school-sponsored activities as well as on and off campus.
Students who are caught leaving and returning to campus (crossing the yellow line) during school hours are subject to a search.
Evacuation routes and procedures are posted in each classroom.
Students are reminded of the following: Use the Hawk signal light on Fulton to cross, walk their bicycles on campus, lock their bicycles in the rack near the J building, and those driving to purchase a parking permit in the business office and park in the sudent parking lot.
Fire lanes, loading zones, speed bumps, handicap spaces, and parking lots are all clearly marked to allow for safer movement.

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

Component:
Safety - Piner High School values and supports growth-minded professionals and is committed to fostering safe, positive learning environments. This commitment is reflected in our ongoing investment in staff training, professional collaboration, and the strategic increase of campus supervision to ensure a supportive and secure school climate for all students and staff.

Element:
Emergency Preparedness - Incident Command students release

Opportunity for Improvement:
Piner can build on the emergency structures already in place to enhance, develop, and clarify our policies and procedures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To train and prepare 100% of the staff on Incident Command roles	Annual training at staff meeting and mock student release practice drill	Admin team and PJSHS staff	Admin team	Safety Committee and PJSHS Staff feedback survey

Component:
Campus climate: safe, secure, and orderly school environment conducive to learning - Piner High School values and supports growth-minded professionals and is committed to fostering safe, positive learning environments. This commitment is reflected in our ongoing investment in staff training, professional collaboration, and the strategic increase of campus supervision to ensure a supportive and secure school climate for all students and staff.

Element:
Climate

Opportunity for Improvement:
Piner offers incredible educational programs for our students, but we struggle with reducing our absenteeism rates on a consistent basis

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase attendance rate	early intervention Tier 1 and Tier 2 supports	staff, Student Safety Advisors, Restorative, counselors	Admin team and Tier 2 team	referral data reviewed by safety committee members annual and Tier 2 monthly
increase attendance rate	Truancy process (SARTS and SARBs)	referrals to in-house and partnerships	Admin and attendance team	SART and SARB data reviewed by admin and attendance team

Component:
Safety - Piner High School values and supports growth-minded professionals and is committed to fostering safe, positive learning environments. This commitment is reflected in our ongoing investment in staff training, professional collaboration, and the strategic increase of campus supervision to ensure a supportive and secure school climate for all students and staff.

Element:
Use Restorative practices during disciplinary matters and Tier 1-3 supports as needed for all students

Opportunity for Improvement:
Provide a safe learning environment by decreasing student referrals to the office in grade level 7th - 10th and provided Restorative consequences

Objectives	Action Steps	Resources	Lead Person	Evaluation
Decrease referrals to the office and suspension rate by 5%	Early interventions - Tier 1, 2 and 3 supports	staff, Student Safety Advisors, Restorative, VPP referrals, SBT, and counselors	Admin team and Tier 2 team	referral data reviewed by safety committee members annual and Tier 2 monthly

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

Piner Junior Senior High School Student Conduct Code
Be Respectful, Be Responsible, Be Safe, and Be Kind - See attached Behavior Expectations Matrix

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.
file:///C:/Users/jpackman/Downloads/Student%20Behavior%20Intervention%20and%20Discipline%20Matrix%202025%20(1).pdf

(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
Piner High School

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

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

-Safety Committee Site Team meetings (5-6 per school year)
-Regular attendance to pieces of training through sessions offered by SRCS, SCOE and RESIG
-Monthly administrator training/meertings focusing on specific areas of communication, emergency protocols, safety protocols, medical training, etc.
-PD Days where specific sessions are dedicated to safety training such as Stop the Bleed, First aid, Narcan use, etc.
-Staff meetings to discuss and evaluate emergency drill performance/Safety Drills Feedback Form
-Monthly District and Community Safety Team meetings such as Safety Advisory Round Table (SART) and Safe Routes to Schools (SRTS) to discuss and communicate safety needs and improvements around our school community
-Quarterly meetings with Santa Rosa Public Safety to collaborate and obtain knowledge of updated emergency and safety protocols with the local police and fire departments

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

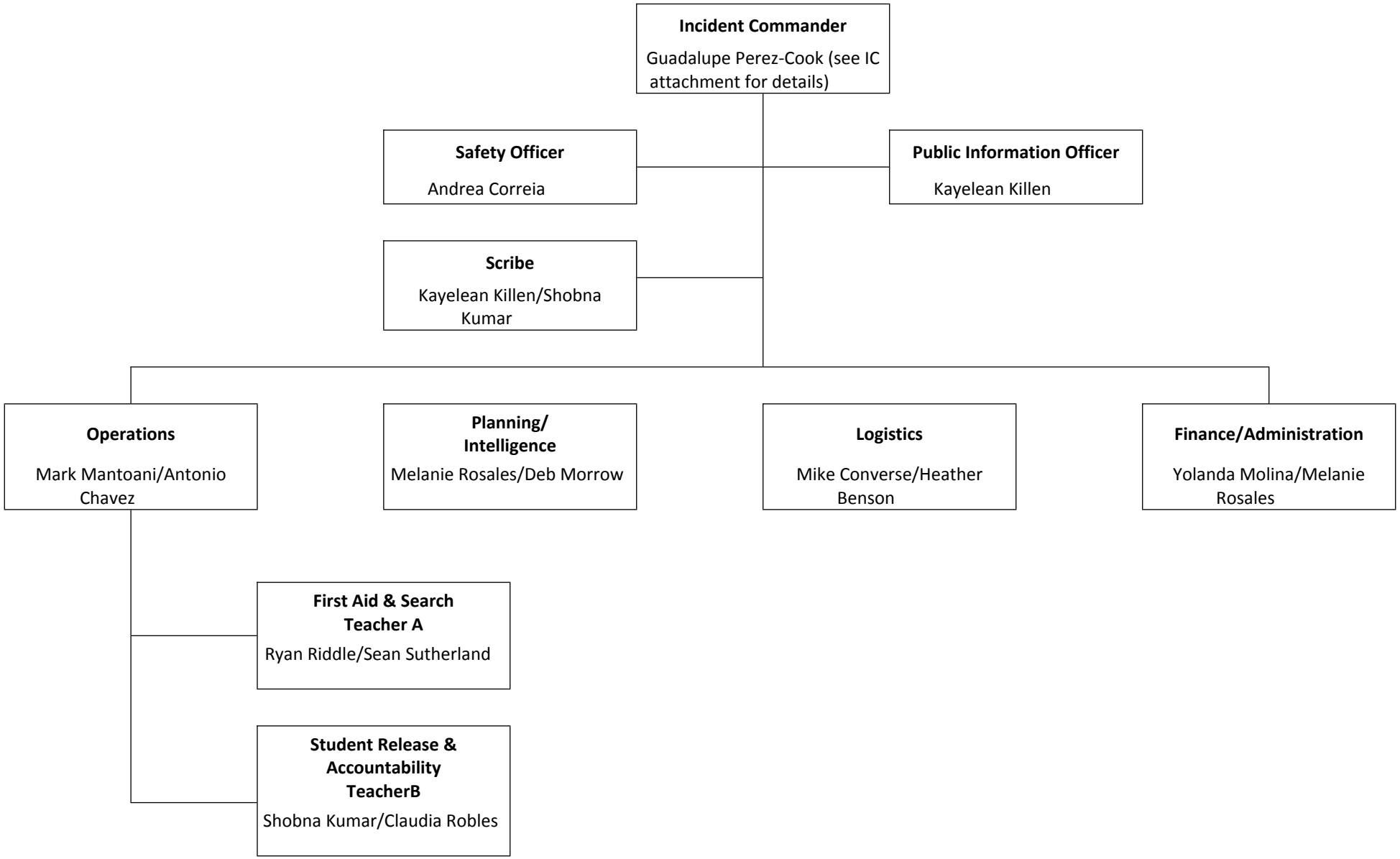
Utilities, Responders and Communication Resources

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 Safety Committee and gather input	January 8, 2026, 3:15 PM	Signature required on Cover Page of CSSP
Present Comprehensive School Safety Plan to the ELAC and gather input.	February 12, 2026, 6 PM	Signature required on Cover Page of CSSP
Train school staff on components and implementation of the CSSP annually	May 20, 2026: 3:15 PM and August 2026	Staff meeting sign in sheet
Present Comprehensive School Safety Plan to the School Site Council and gather input.	January 28, 2026, 3:15 PM	Signature required on Cover Page of CSSP

Piner Junior Senior High School Incident Command System



Incident Command Team Responsibilities

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

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 (IC) System

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

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

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

The principal notifies the Superintendent/ District Incident Command.

Animal Disturbance

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

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

The principal notifies the Superintendent/ District Incident Command.

Armed Assault on Campus

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

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

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

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

HIDE...
Call 911 for assistance if possible

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

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

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

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

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

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

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

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

Biological or Chemical Release

Biological or Chemical Release
1. Stay indoors, do not attempt to evacuate the building until instructed to evacuate.
2. Shut all doors and windows, and use duct tape (from Red Emergency bags) to seal off all seams on the doors and windows.
3. The principal notifies the Superintendent/ District Incident Command. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent/District Incident Command and/or Law Enforcement.
4. The principal arranges for the evacuation of students and staff to a safe location if warranted.
5. The principal advises parents of the removal of students to an alternate location.
6. Students released to parents from alternate/safe locations.
7. All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release and reunification information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

Bomb Threat/ Threat Of violence

Bomb Threat

If a threat by telephone comes directly to a school

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

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

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

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

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

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

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

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

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

Unsafe School Conditions

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

Location: [list alternative location]

Bus Disaster

BUS DRIVERS/SCHOOL STAFF

Supervise the care of children if an emergency occurs while children are on the bus.
Issue DUCK, COVER AND HOLD command if an earthquake or surprise attack occurs while children are on a bus.
Transfer students to new locations, when directed by the principal.
The principal notifies parents.

The principal notifies the Superintendent/ District Incident Command.

Cardiac Arrest
In accordance with Education Code 32282 and AB 2887, Piner High School maintains procedures to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening medical emergency. These procedures integrate evidence-based core elements, including CPR training and AED placement, following nationally recognized emergency cardiac care guidelines.

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

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

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

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

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

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

Maintenance: AEDs shall be inspected at least every 90 days and after each use to ensure operability. A log of these inspections will be maintained by the school health technician and the 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 complete an SCA prevention training course every two years, including a return-to-play procedure.

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

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

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

Inside School

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

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

Outside of School
PRINCIPAL/DESIGNEE ACTIONS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. Board Policy & Mass Care (BP 3516)

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

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

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

Unsafe School Conditions
* If Piner High School becomes unsafe, move students to the closest suitable alternate shelter.

Location: Comstock Middle School campus or James Monroe Elementary School (alternative off-site locations)

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

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

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

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

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

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

Flooding

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

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

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

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

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

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

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

Other heat advisory-related resources that may be helpful:
Santa Rosa City Schools Heat & Air Quality Advisory: https://dochub.com/patriciaturner4ac28d02/gDqeQZ6VzQrDq1QK0jLO4Y/air-quality-guidelines-spring-2023-pdf?dt=KZptUNgTHJvzgyyBgBXs
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

If needed: The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director.

Loss or Failure Of Utilities
Notify the District Superintendent/District Incident Command.

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

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

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

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

PRINCIPAL/DESIGNEE ACTIONS:

Notify the police and fire department (CALL 911).
Determine immediate response procedures, which may include EVACUATION or OFF-SITE EVACUATION which may include the use of busses or alternate transportation.
Arrange for first aid treatment and removal of injured occupants from the building.
Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine the extent of injuries.
Notify the Superintendent/ District Incident Command.
The decision to relocate students will be made by Law Enforcement/Principal/Superintendent/District Incident Command (IC).

Follow the Student Request and Release Procedures if school dismissal is warranted by the Office of the Superintendent/ District Incident Command.
The principal advises parents of the removal of students to an alternate location.
Students released to parents from alternate/safe location.

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

(All teachers have a RED emergency bag in their classroom that includes an updated annual emergency release information (teachers update from the Student Information System (SIS) assuring that children are released to parent/guardian approved individuals.)

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

Pandemic

For the most current information please use the Santa Rosa City Schools' website under:
COVID-19 Information (https://www.srcschools.org/Page/4485)

Psychological Trauma

A risk of the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include the following: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting the head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/DESIGNEE ACTIONS:
Keep the individual under continuous adult supervision.
Keep the individual on campus until the parent/guardian has been notified.
Arrange appropriate support services for the necessary care of the individual.
If the individual actively displays dangerous behavior or there is a reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
School progressional (psychologist, counselor, social worker, nurse) should recommend the next steps to the principal. The next steps may include:
Provide parents/guardian with the names and phone numbers of mental health resources
Recommend that the parents/guardian make an immediate contract with a therapist.
Request that the parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support fon the student and parents (as indicated) within the school.
Develop a safety plan prior to the student's return to school.
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:
Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify principal/designee
Notify school nurse, school psychologist, counselor or social worker.
Protect the individual from injury.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in the proximity of food or water supplies or suspicion of possible food/water contamination. Indicators of the contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illness.

PRINCIPAL/DESIGNEE ACTIONS:
CALL 911
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide a list of potentially affected students and staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Notify District Superintendent/District Incident Command of situation and number of students and staff affected.

STAFF ACTIONS:

Notify principal/designee
CALL the POISON CENTER HOTLINE 1-800-222-1222.
Administer first aid as directed by the poison information center.
Seek additional medical attention as needed.

PREVENTATIVE MEASURES:
Keep poisonous materials in a locked and secure location.
Post the Poison Control Center emergency number in the front office, school health room (located in the main office) and on all phones that can call outside.
Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents
(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice to be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).

(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

The principal notifies the Superintendent/District Incident Command.
The decision to evacuate students off-site will be made by the Principal/Designee/Law Enforcement/Superintendent/District Incident Command.

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

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

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

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

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

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

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

Wildland/Urban Interface Fire

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

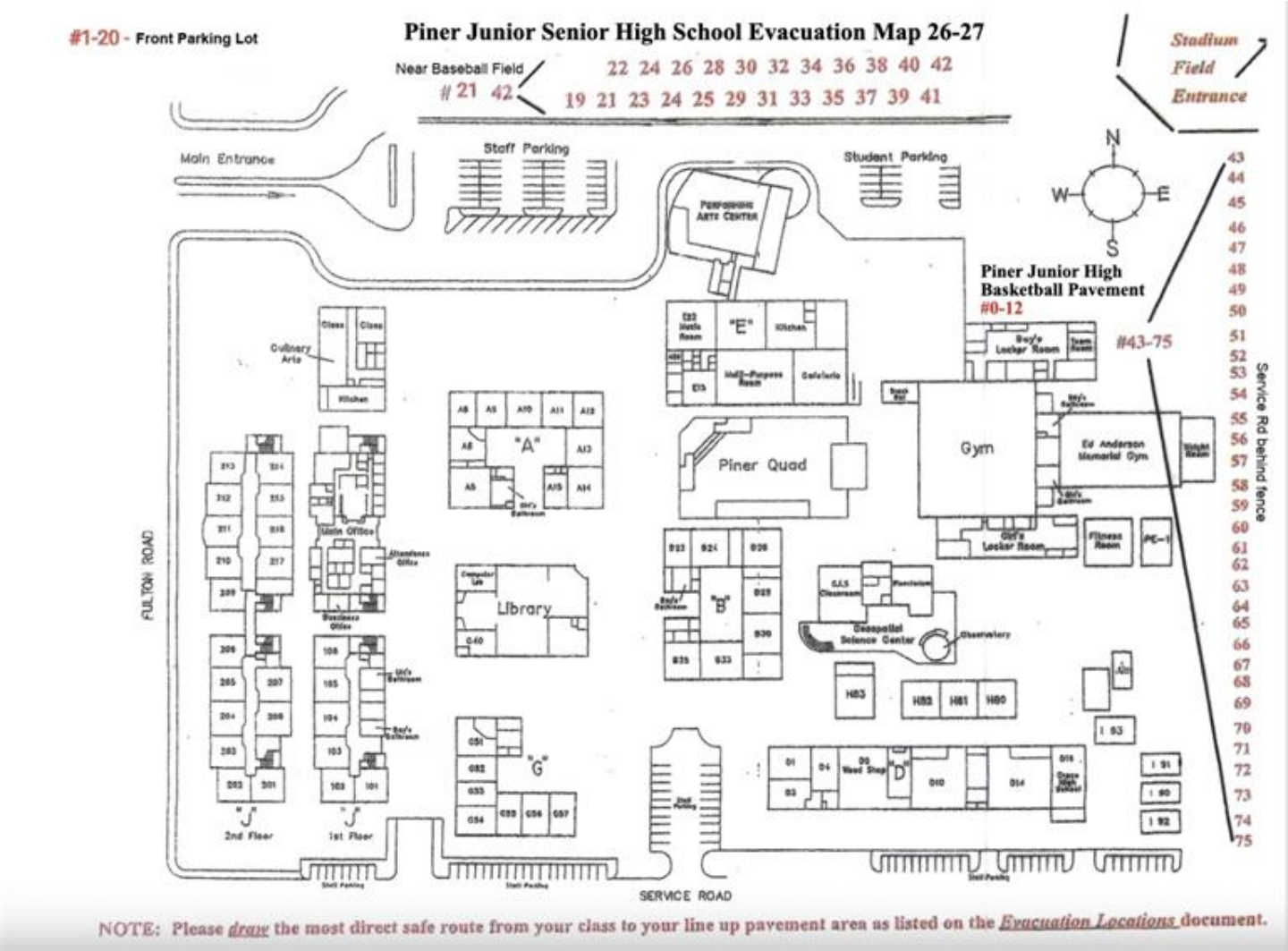
Wildfires or Wildland/Urban Interface Fires have occurred almost on a yearly basis around Sonoma County and or nearby local counties and schools may have a lot of warning about a wildfire that may affect their location, or they may have very little time to respond. In the response phase, the principal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

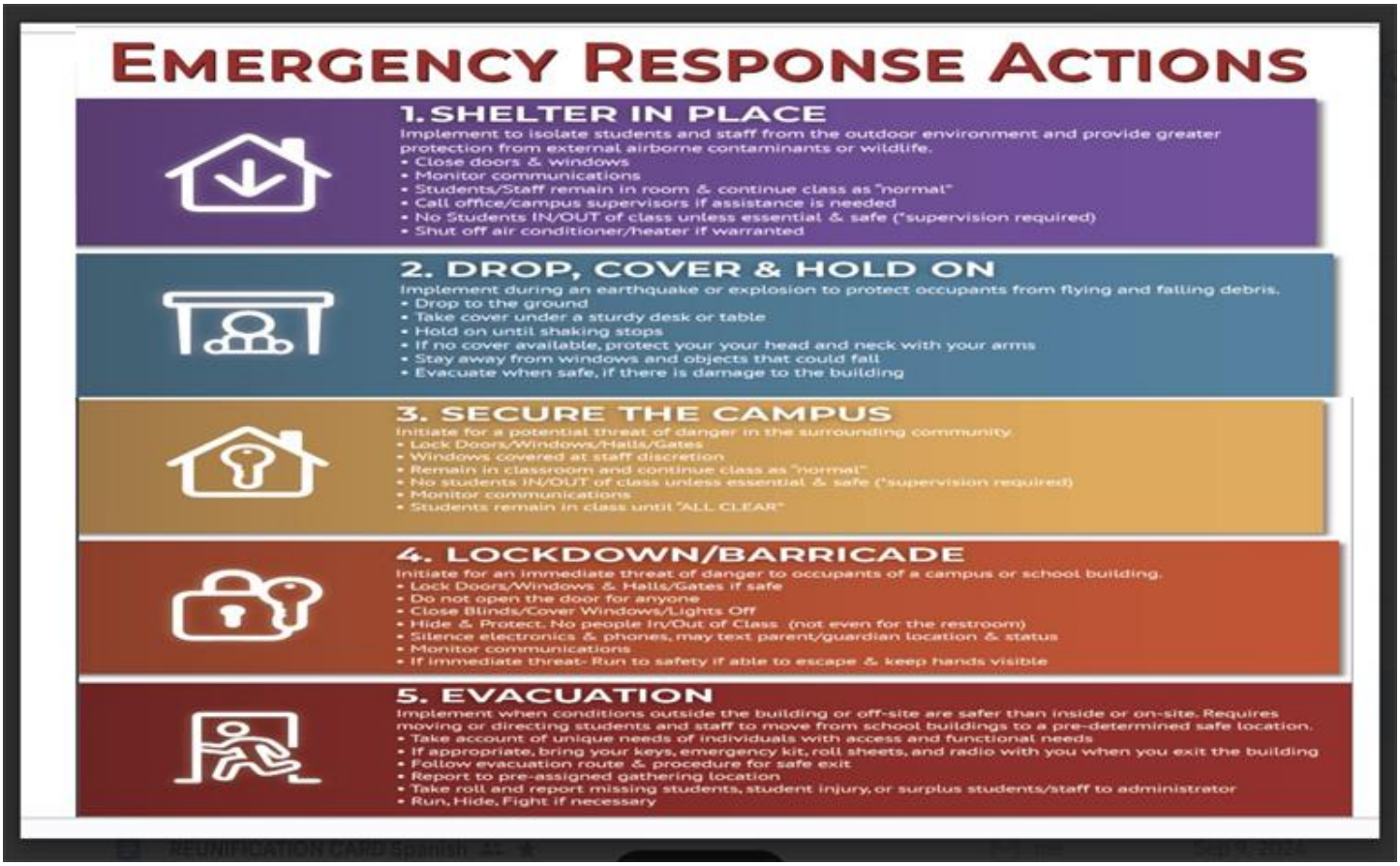
Air Quality
1. The Air Quality Index located on the SRCS District website will be used to determine if activities should be moved indoors.
2. The principal will communicate to staff and students via the PA System when activities will remain indoors.
3. The principal will communicate to parents that students are safe and due to the air quality activities will resume and remain indoors.
4. The principal/designee notifies the District Site Liaison/ Asst. Supt./Superintendent/ W & E - District Emergency Preparedness Executive Director. The decision to evacuate students off-site depends on the situation and will be made by the Principal/Designee/Superintendent and/or Law Enforcement.

Emergency Evacuation Map



NOTE: Please *draw* the most direct safe route from your class to your line up pavement area as listed on the *Evacuation Locations* document.

Quick Reference Guide



Behavior Expectations



	Entering the Classroom	In the Classroom	In Common Areas
Act <u>Responsibly</u>	*Be on time *Enter calmly with a positive attitude for learning. *Come with materials ready to go. *Electronics should be turned off and put away.	*Follow Class Specific rules. *Be productive, participate, and complete assignments. *Use school-appropriate language. *Must have a pass to leave class.	*Clean up after yourself. *Treat school property as if it were your own. *Leave for class when the bell rings. *When out on a pass, go only where you are directed to go.
Treat Everyone with <u>Respect</u>	*Treat everyone's time and belongings with respect. *Use appropriate language at all times. *Actively listen. *Adhere to the dress code policy.	*Stay focused on the lesson. *Listen when others are talking. *Stay in your seat unless directed otherwise. *Be kind and nice.	*Take Pride in your school. *Promote school-appropriate language. *Give others the respect they deserve. *Be polite; use "please" and "thank you."
Consider the <u>Safety</u> of All	*Communicate what you need to the teacher. *Keep your hands and feet to yourself; control your body. *Keep backpacks stowed in a safe location. *Pay attention to your surroundings.	*Follow safety and emergency guidelines. *Respect other people's space. *Keep your hands and feet to yourself. *Resolve conflicts through mediation.	*Be aware of others around you. *Walk, rather than run. *Skateboards, bikes, and vehicles should be parked in appropriate areas. *Carry skateboards, and walk bikes when on campus.

Comprehensive School Safety Plan

2026-27
School Year

School: Piner Junior Senior High School

CDS Code: 49709204935292

District: Santa Rosa City Schools

Address: 1700 Fulton Drive
Santa Rosa CA 95403

Date of Adoption:

Date of Update: 1-8-26

Date of Review:

- **with Staff** 1-21-26
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Sgt. Matt Crosbie	Santa Rosa Police Department		
Chief Paul Lowenthal	Santa Rosa Fire Department		
Guadalupe Perez-Cook	Safety Committee Representative		1-8-26
ALLEN FOSTER	School Site Council Representative		1-28-26
Laura Martinez	ELAC Representative		1/27/2026
Andrea Correia	Site Principal		1-28-26
Kamilah Larios Curiel			1/28/26

Piner Junior Senior High School Evacuation Map 26-27

#1-20 - Front Parking Lot

Near Baseball Field

21 42

22 24 26 28 30 32 34 36 38 40 42

19 21 23 24 25 29 31 33 35 37 39 41

Stadium Field Entrance

43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75

Service Rd behind fence

#43-75

N W E S

Main Entrance

Staff Parking

Student Parking

PERFORMING ARTS CENTER

Piner Junior High Basketball Pavement #0-12

FULTON ROAD

Culinary Arts

Class Class Kitchen

E22 Music Room "E" Kitchen

A30 E15 Multi-Purpose Room Cafeteria

Boy's Locker Room Team Room

Snack Bar

Gym

Boy's Bathroom

Ed Anderson Memorial Gym

Weight Room

Girl's Bathroom

Girl's Locker Room

Fitness Room

PE-1

A8 A9 A10 A11 A12 A6 "A" A13 A5 A15 A14 Girl's Bathroom

Piner Quad

213 214 212 215 211 216 210 217 209

Main Office

Attendance Office

Business Office

Computer Lab Library C40

B23 B24 B26 Boy's Bathroom "B" B29 B30 B35 B33

G.I.S Classroom Planetarium Geospatial Science Center Observatory

H83 H82 H81 H80

I 93

206 205 207 204 208 203 202 201 2nd Floor

108 105 104 103 102 101 1st Floor

Girl's Bathroom

Boy's Bathroom

G51 G52 G53 G54 G55 G56 G57 "G"

Staff Parking

D1 D4 D3 D9 Wood Shop "D" D10 D14 D16 Grace High School

I 91 I 90 I 92

I 95 I 94

Staff Parking

Staff Parking

Staff Parking

SERVICE ROAD

NOTE: Please *draw* the most direct safe route from your class to your line up pavement area as listed on the *Evacuation Locations* document.

School-Reunification Plan

Piner High School

Principal Name	**Andrea Correia**	Author of the Plan	**PHS Admin Team**
Date plan was written	**Dec. 17, 2024**	Date of last update	**Dec. 18, 2024** **Aug. 9, 2025**
Date of last review with all staff (as evidenced by staff meeting agenda and sign-in sheet)			**Aug. 11 & Sept. 17, 2025**

Why a reunification plan?

The *Reunification Process* provides our school site safety teams with planning, practicing, and achieving successful reunification of students with their parents/guardians in the event of a school crisis or emergency.

Site-specific practices can be integrated into school safety plans. Our school plan and its implementation have been conducted in partnership with our community partners and first responders. *Our school site may be without any outside resources for 5-15 minutes or longer, depending on the emergency event, and will need to act.*

Objectives

The objective of this plan is to help **Piner High School** develop and implement clear, actionable on-site and off-site reunification plans tailored to its specific needs. Strengthening partnerships with local first responder agencies—such as Santa Rosa Police Department, Santa Rosa Fire Department, and emergency medical services—is a critical component. By empowering **Piner High School**'s personnel to design a comprehensive and well-coordinated plan, the school can more effectively engage first responders and other key participants in the process. To ensure readiness, **Piner High School** will schedule and conduct regular tabletop exercises and live reunification drills, preparing staff, students, and emergency partners to respond seamlessly in the event of an incident.

On-Campus Reunification

An On-Site Student Release may occur under specific circumstances where the school building becomes unsafe following an Evacuation, but relocation to an off-site location is unnecessary. Student Release may also take place while students remain in classrooms, depending on the incident. Coordinate with local law enforcement and fire departments to determine the best approach.

Follow these steps for an On-Site Student Release (follow emergency tree):

1. **Establish and Maintain Incident Command**
    - Assume the Incident Command role and maintain structure throughout the process.

2. **Notify Local Authorities**
    - Contact local law enforcement and provide reasons for initiating the Student Release. Request law enforcement presence if necessary.
3. **Initiate an EVACUATION, if Required**
    - Safely evacuate students if the situation calls for it.
4. **Notify District Administration**
    - Inform the District Office and Superintendent's Office about the situation and actions taken.
5. **Prepare Supplies**
    - Access Student Release Supplies, the Emergency Response Box, and Evacuation Supplies (e.g., water and snacks) as needed.
6. **Assign and Set Up Roles**
    - Establish pre-determined On-Site Student Release stations:
        - **Student Assembly Area**
        - **Family Check-In Area**
        - **Family Waiting Area**
        - **Reunification/Check-Out Area**
        - **Family Assistance Area**
7. **Communicate with Staff**
    - Inform teachers and staff about the situation and reassure them that it is under control. Move students to the designated **Student Assembly Area** if it differs from the evacuation location.
8. **Notify Families**
    - Communicate clearly with families:
        - Inform them that an evacuation has occurred and a Student Release is underway.
        - Provide details on where and when to arrive for reunification.
        - Request that families bring a valid ID.
        - Thank them for their patience and understanding during the process.
9. **Plan for Student Transportation**
    - Implement plans for students who arrive at school via alternate means (walking, biking, driving, or bus). Ensure their safe reunification.

Important Notes

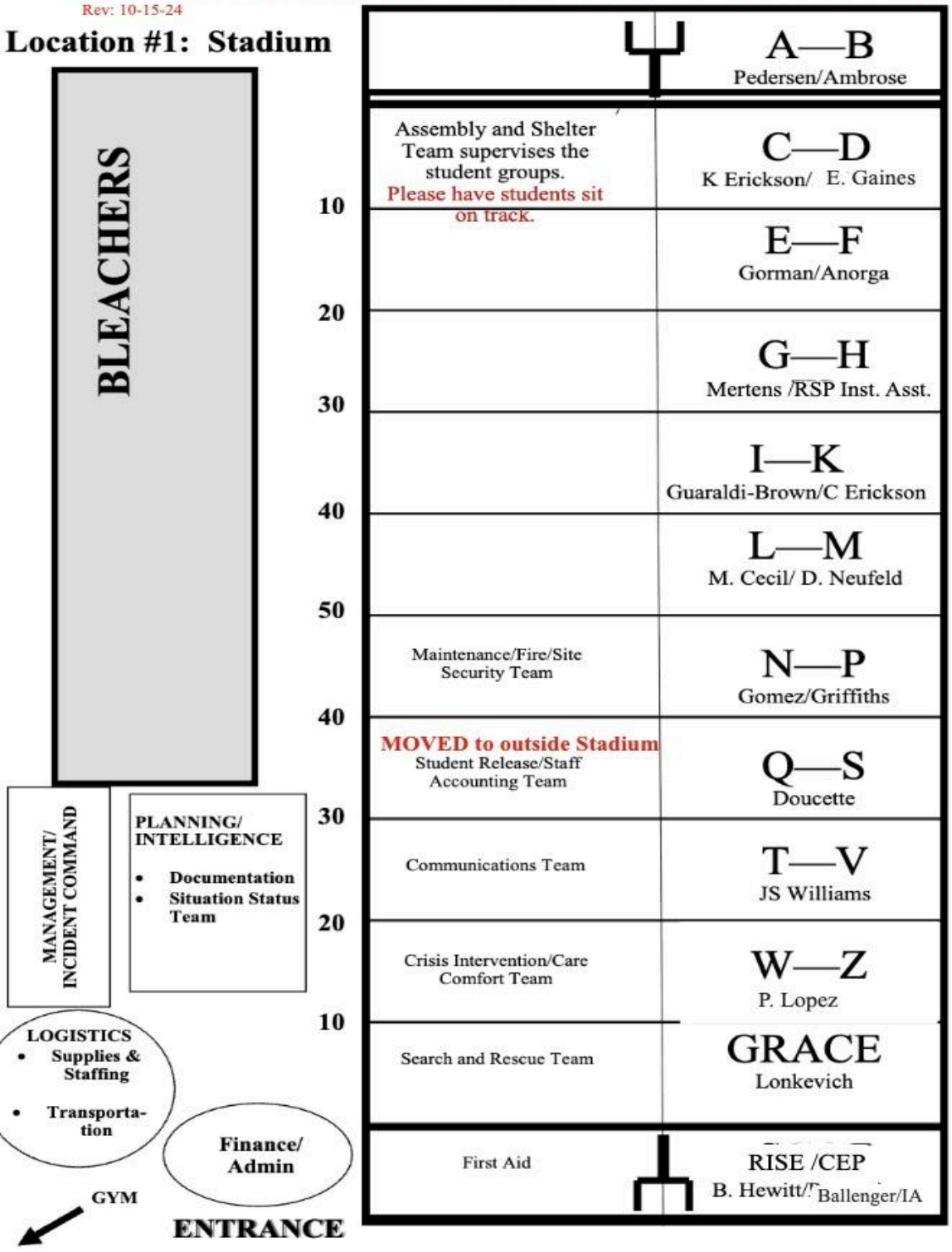
- Safety remains the top priority. Reunification plans should always be adjusted to the specific nature of the incident.
- Continue to coordinate closely with local law enforcement and emergency responders to ensure a smooth and secure process. This plan might need to change at a moment's notice.

ON SITE map with reunification locations and with arrows showing the movement of students

INCIDENT COMMAND EVACUATION LOCATIONS #1, #2, #3

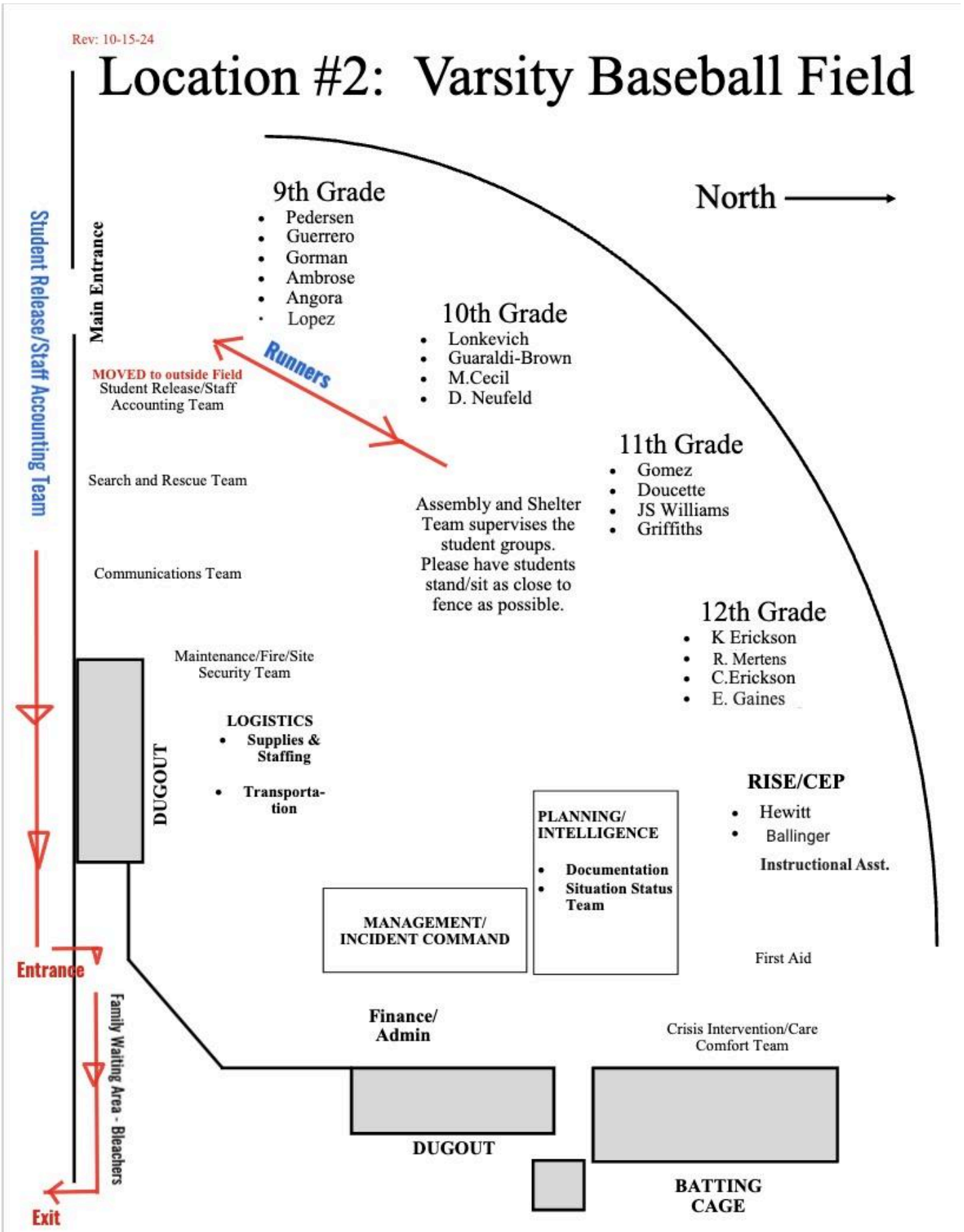
Rev: 10-15-24

Location #1: Stadium

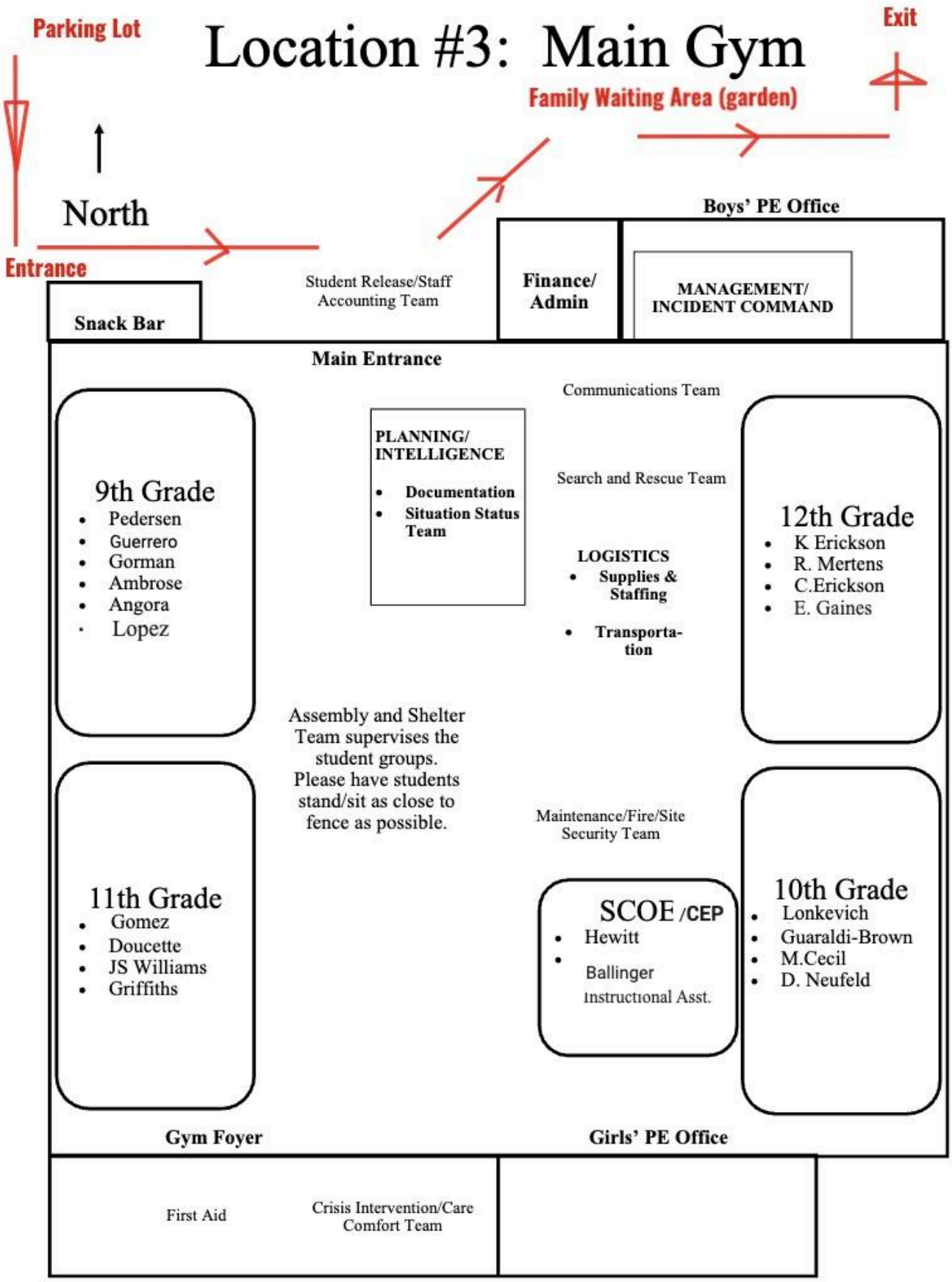


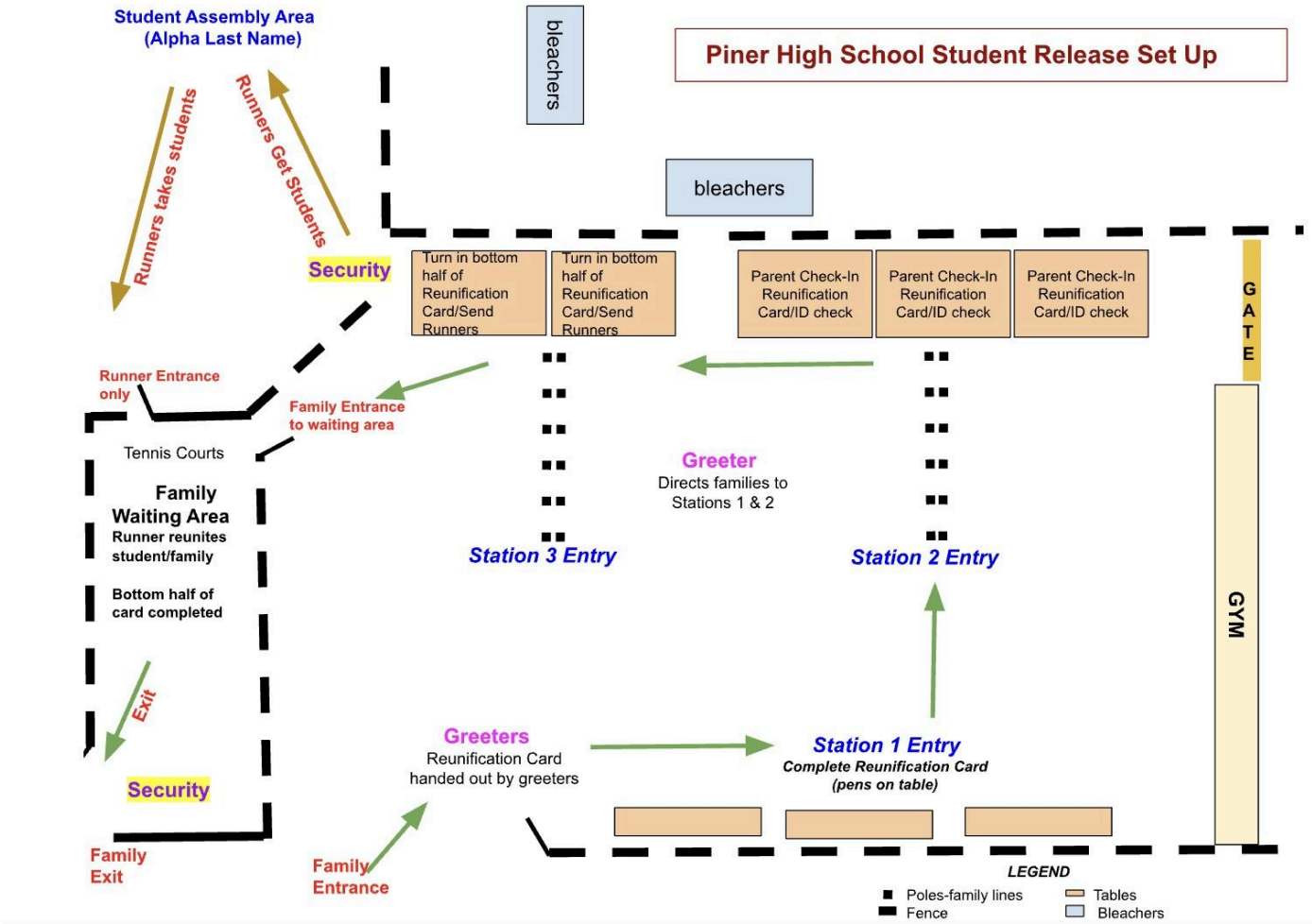
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Location #2: Varsity Baseball Field



Location #3: Main Gym





STEP-BY-STEP STUDENT RELEASE

1. **Send Notification to Families**
    - Notify families about the need for student release and specify whether it will be on-site or off-site.
    - Provide clear instructions on where to go and what to bring (e.g., valid ID).

2. **Direct Families to the Family Check-In Area**
    - Use clear signage to guide families to the designated check-in location.
3. **Remind Families of Key Requirements**
    - Only individuals listed on the emergency contact form may pick up students.
    - Parents/guardians cannot pick up other students unless authorized on the emergency contact form.
    - Valid ID is required for verification.
    - Encourage patience, understanding, and cooperation.
4. **Manage Family Arrivals**
    - Traffic Control/Flow Monitors manage the parking area and direct families to the Check-In Area.
5. **Welcome Families at the Family Check-In Area**
    - Greeters welcome families and provide the *Student Reunification Form* along with a pen and clipboard or writing surface.
    - Families complete the form and submit it along with valid identification.
6. **Verify Emergency Contact Information**
    - Checkers confirm that the individual is listed as an authorized contact and note the student's location.
    - Verified forms are returned to the family to take to the *Family Waiting Area*.
7. **Handle Missing, Injured, or Detained Students**
    - If a student is missing, injured, or detained, the family is escorted to the *Family Assistance Area.*
    - Law enforcement or the Superintendent notifies the family of the situation, with Mental Health Support or Counselors available.
8. **Direct Families to the Family Waiting Area**
    - Families hand the verified form to a *Runner* and retain the bottom portion as a receipt.
    - Runners take the top portion to retrieve the student.
9. **Retrieve and Deliver the Student**
    - Runners escort the student to the *Family Waiting Area* and then accompany the family to the *Reunification/Check-Out Area.*
10. **Complete Reunification and Check-Out**
    - Families proceed to the *Reunification/Check-Out Area* to complete the process.
    - Traffic/Flow Monitors ensure families leave the area promptly.
    - Checkers attach the verified form to the family member's receipt for record-keeping.
11. **Supervisor Oversight**
    - The *Reunification Supervisor* greets and thanks families as they depart, maintaining a supportive presence.

Communicating with Students & Staff

Communicate the reunification plan to staff using various methods such as intercom announcements, emails, runners, or a megaphone if outdoors or in large areas.

Provide clear instructions to help staff stay calm, organized, and effective in managing students.

Prepare students for movement to the reunification site, using age-appropriate language to explain the process and its purpose, whether walking or boarding buses to an off-campus location.

Ensure students remain with their assigned groups and are actively supervised to prevent wandering or separation upon arrival at the reunification site.

Do not release students to parents during transit to the reunification site. Any parents encountered should be directed to the designated *Family Check-In Area.*

Maintain a calm demeanor to reassure students, follow the Incident Command structure, and ensure all students are accounted for at all times.

>>>Link to sample verbiage

Communicating with Parents & Guardians

With the district's Public Information Officer, Work notices will be sent as possible using: Mass phone calls, District & School Websites, Social Media Sites, and Press Releases. Here is a sample message for parents using the phone system.

This is an important message from the _____School/Santa Rosa City Schools District. Today is Monday, _____. It is _____ am/pm. The emergency at _____ School is over. Please listen carefully to these student-release instructions. Parents, please go to the_____ located at _____ to pick up your child. (Do not come to the school.) All students, including those who normally ride the bus, will be taken to the _____ and released to parents and guardians there. Bring your photo identification with you to the _____. School staff will check your ID against a list of individuals approved to sign out each student. This is for the safety of your child. Thank you for your patience as we work to reunite you with your child.

>>>Link to sample verbiage

Reunification Process

1. **Prepare the Reunification Plan Materials**
    - Ensure the materials in the plan provide the fundamentals for a comprehensive and organized reunification process.
2. **Establish Reunification Locations**
    - Identify and set up the **Student Release/Staff Accounting - Family Check-In & Waiting Area** location.
    - Designate the **Assembly/Shelter Area (student staging area)** for students, ensuring it is out of sight of parents/guardians to maintain security and reduce stress.
3. **Direct Parents/Guardians Upon Arrival**

    - Assign *"Greeters"* from the *Student Release/Staff Accounting Team* to welcome parents/guardians, direct them to the *Family Check-In* Location, and explain the reunification process.
4. **Reunification Card Completion**
    - Provide *Reunification Cards* for parents/guardians to complete. This self-sorting procedure helps streamline the check-in process.
5. **Guide Parents to the Family Waiting Area**
    - After completing the *Reunification Card,* direct parents/guardians to the **Student Release/Staff Accounting - Family Waiting Area** to await their child.
6. **Retrieve Students**
    - Assign Runners to retrieve students from the **Assembly/Shelter Area (student staging area)** based on the *Reunification Card* information.
7. **Maintain Controlled Lines of Sight**
    - Ensure controlled visibility between parents, students, and staff to manage communication and address potential issues with reduced drama or anxiety.
8. **Anticipate Contingencies**
    - Plan for medical emergencies or investigative needs and coordinate with first responders as part of the reunification process.
9. **Pre-Plan and Collaborate with First Responders**
    - Ensure successful reunification through thorough pre-planning and integration of first responder personnel to handle unexpected contingencies and provide additional support.

Staging Areas:

During the reunification process, it is essential to designate and manage three distinct staging areas to ensure a safe and organized operation: 1) **Student Release/Staff Accounting - Family Check-In Area**, where families complete necessary documentation and verify their identity; 2) **Student Release/Staff Accounting - Family Waiting Area**, where families wait while their children are retrieved; and 3) **Assembly/Shelter Team - Student Supervision Area**, where students are safely supervised until reunification. Each area should have a designated Team Leader responsible for overseeing operations and assigning staff, including "Runners" who retrieve students from the Student Supervision Area and escort them to their families. Clear signage, effective traffic management, and consistent communication are critical to reducing confusion and frustration among parents and guardians. By maintaining calm, structured operations, the reunification process can proceed efficiently while prioritizing the safety and well-being of students and families.

Logistics & Set-up:

Site staff will bring the *Reunification Go Kit supplies* (refer to pages 18-19) and radios to the reunification site. All team members at the reunification site must wear identifying safety vests and School ID badges for visibility and coordination. Health Office staff will transport student emergency information to the site for use during the reunification process. *Family Engagement Facilitators (FEFs)* will serve as interpreters and must position themselves near the *Family Check-In Area* to assist with language needs and facilitate effective communication.

Student Supervision Area:

The *Assembly/Shelter Area* must be located out of view from the *Parent and Family Areas* to maintain security and order. This area is where staff will supervise, secure, and care for students until reunification occurs. If indoors, students may remain in classrooms or be relocated to a central location such as a gym, cafeteria, or common area. Outdoors, a fenced area like a ball field or stadium may be utilized, or a bus may serve as an appropriate shelter. Ensure provisions are made to meet students' basic needs, including access to toilets, warmth, water, and other necessary resources for their comfort and well-being.

As Parents Arrive:

As parents arrive, calmly provide them with a *Reunification Card*. This card outlines what to expect during the process and serves as a tool for school staff to match students with the appropriate parent, guardian, or designated emergency contact.

Parent Check-In Area: (set up by the Student Release/Staff Accounting Team)

At the *Student Release/Staff Accounting - Family Check-In & Waiting Area,* instruct the parent or guardian to complete a *Reunification Card*. Using the Student Emergency Contact List, verify the identity of the individual requesting the student by checking their ID against the list and circling the verified name. Once the individual is verified, direct them to the *Student Release/Staff Accounting - Family Waiting Are*a, where they will be reunited with their student. Pass the completed *Reunification Card* to a designated *"Staff Runner,"* who will retrieve the student. School personnel must record the time of release and their initials on the form.

If a family member does not have an ID, work with staff who may personally know the family to assist in identification. Under no circumstances should a student be released to someone not authorized on their paperwork, even if the student appears to know the individual. If the situation escalates and the individual becomes argumentative or uncooperative, notify law enforcement immediately.

Family Waiting Area: (set up by the Student Release/Staff Accounting Team)

The *Student Release/Staff Accounting - Family Waiting Area* is designated for families to wait while their children are retrieved during the reunification process. Since the process may take time, parents could become stressed or impatient. Assign calm, understanding, and professional staff to answer questions and reassure families. Whenever possible, include *Family Engagement Facilitators (FEFs)* or other staff who are familiar with the families to provide additional support.

Staff Runners: (member of the Student Release/Staff Accounting Team)

Staff Runners will collect the bottom portion of the Reunification Card from the parent and proceed to the staging area to retrieve the student. Upon doing so, the Runner must remind the teacher to mark the student as released on the student roster.

Release & Reunification:

At the *Student Release/Staff Accounting - Family Waiting Area*, the *Staff Runner* will call out the name of the adult listed on the *Reunification Card*. The Runner will record the time of release, initial the bottom portion of the Reunification Card, and hand it to the Staff Accounting Team for filing. The cards should be stored alphabetically by the student's last name.

Assignments

Our plan includes the primary and secondary assignments of each of the incident command roles. You may need to double up some of the roles due to staffing constraints. **In the case of an off-site evacuation, these roles will be replicated at the off-site location as the event unfolds.** The off-site locations are **Comstock Middle School** and **James Monroe Elementary School**. This will result in Incident Command Systems (ICS) being established at both the impacted school and the evacuation site. Incident Command Systems (ICS) is typically populated by administrative staff (see chart on pages 13-14).

Law Enforcement

At the impact site and reunification site, law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

In the event of criminal activity, Law Enforcement will typically take the lead in Incident Command. At the secure Assembly/Shelter Area, Law Enforcement may search students and staff.

Every Situation is Different:

The Reunification process can be very cumbersome and takes time, patience, and diligence to implement. This process helps to reunite each student with their parent, guardian or designated emergency contact safely. Do you have to use it every time? No. Every emergency is different. This is a guide to provide a structure that can be used or modified to fit the circumstances you find yourself in. In a smaller-scale situation, such as a bus accident or field trip emergency, you may determine it is reasonable to use a simple sign-out sheet for handling the documentation piece. In the most severe circumstances, such as a school shooting, the protocol would be very appropriate to fully implement.

Operational Roles and Duties*(see attached EOC chart link below)

Role	Responsibilities
Reunification Incident Commander	Defining and coordinating the objective of accountable, easy, reunification of students with parents.
Public Information Officer - District Office	Communicating with Parents and Press, if appropriate. Coordinating use of mass call or text messages.
Information Officer / Note-taker / Timekeeper	Communicate with district PIO
Safety Officer	General site observation and safety concern remedy.
Liaison Officer	Communicating with Fire, Medical or Law Enforcement
Planning/Intelligence Chief	May be staffed or the Planning Staff (Scribes) report to Incident Commander
Situation Status Team - Scribe	Documents event.
Operations Chief	Establish and manage operational staff
Student Release/Staff Accounting - Greeters assign members	Help coordinate the Parent Lines. Tell parents about the process. Help verify the identity of parents without ID.
Student Release Staff (Registrars and assigned team members)	Verify ID and custody rights of parents/guardians. Direct Parents to Reunification Location.
Student Release/Staff Accounting - Staff Runners	Take the bottom of the Reunification Card to the Assembly/Shelter Area, recover the student and bring it to the Student Release/Staff Accounting-Family Waiting Area (Reunification Area).
Assembly/Shelter Area - Teachers of each alpha student section	Teachers or Staff in the student assembly area, students are in ALPHA by last name.
Maintenance/Fire/Site Security Team - Stage Hands	Initial setup of the Check-In area, the signage, **Student Release/Staff Accounting, Assembly/Shelter Area.** Stage Hands may be assigned to Operations as the setup is completed.
Logistics Chief	May be staffed or the Logistics Staff report to Incident Commander (IC)
Finance/Admin Chief	May or may not be staffed during a reunification.
PREPARING FOR RECOVERY	
Crisis Intervention/Care Comfort - Counselors/School-Based Therapists (SBTs)	Standby unless needed

Off-Campus Reunification

An Off-Campus Reunification is necessary when it is unsafe to remain on campus or when having parents come to the school could create additional hazards. This process is more complex as students and staff must be relocated, either on foot or by bus, to a designated off-campus location. Securing everyone during transit requires careful planning and coordination.

The decision to implement an Off-Campus Reunification must be made early in the crisis, **before parents begin arriving** at the school. Coordinate with the District Office to arrange a mass notification for families, organize transportation, and manage logistics at the reunification site.

The manpower needed for off site reunification will be provided by district staff.

OFF-SITE STUDENT RELEASE/REUNIFICATION PROCESS

Step-by-Step Instructions (follow emergency tree):

1. **Establish and Maintain Incident Command Structure**
    - Assign roles and responsibilities to ensure smooth execution.
2. **Notify Local Authorities**
    - Contact law enforcement (if not already informed). Provide details of the Off-Site Evacuation, including the reason and the evacuation route. Request law enforcement presence if needed.
3. **Plan and Communicate Evacuation Details**
    - Share the designated route and Off-Site Evacuation Location information with staff and transportation teams.
4. **Initiate an EVACUATION, If Necessary**
    - Safely evacuate students and staff to the off-site location.
5. **Contact the District Office**
    - Inform the District Office and Superintendent's Office about the Off-Site Evacuation and Reunification plan. Coordinate with them for additional support and resources.
6. **Access and Transport Necessary Supplies**
    - Gather Student Release Supplies, the Emergency Response Box, and Evacuation Supplies (e.g., water, snacks) and ensure they are transported to the off-site location.
7. **Set Up Student Release Stations**
    - Organize the following predetermined stations at the off-site location:
        - **Student Assembly Area**
        - **Family Check-In Area**
        - **Family Waiting Area**
        - **Reunification/Check-Out Area**
        - **Family Assistance Area**
8. **Coordinate with Staff at the Evacuation Location**
    - Communicate next steps to teachers and staff once everyone has reached the off-site location. Reassure them that the situation is under control.
9. **Notify Families**

- Send a mass notification to families, informing them of the Off-Site Evacuation and the initiation of the Student Release process.
- Provide clear instructions:
  - Bring a valid ID.
  - Share the exact location and time for reunification.
  - Provide as much information as possible about the process and thank them for their patience.

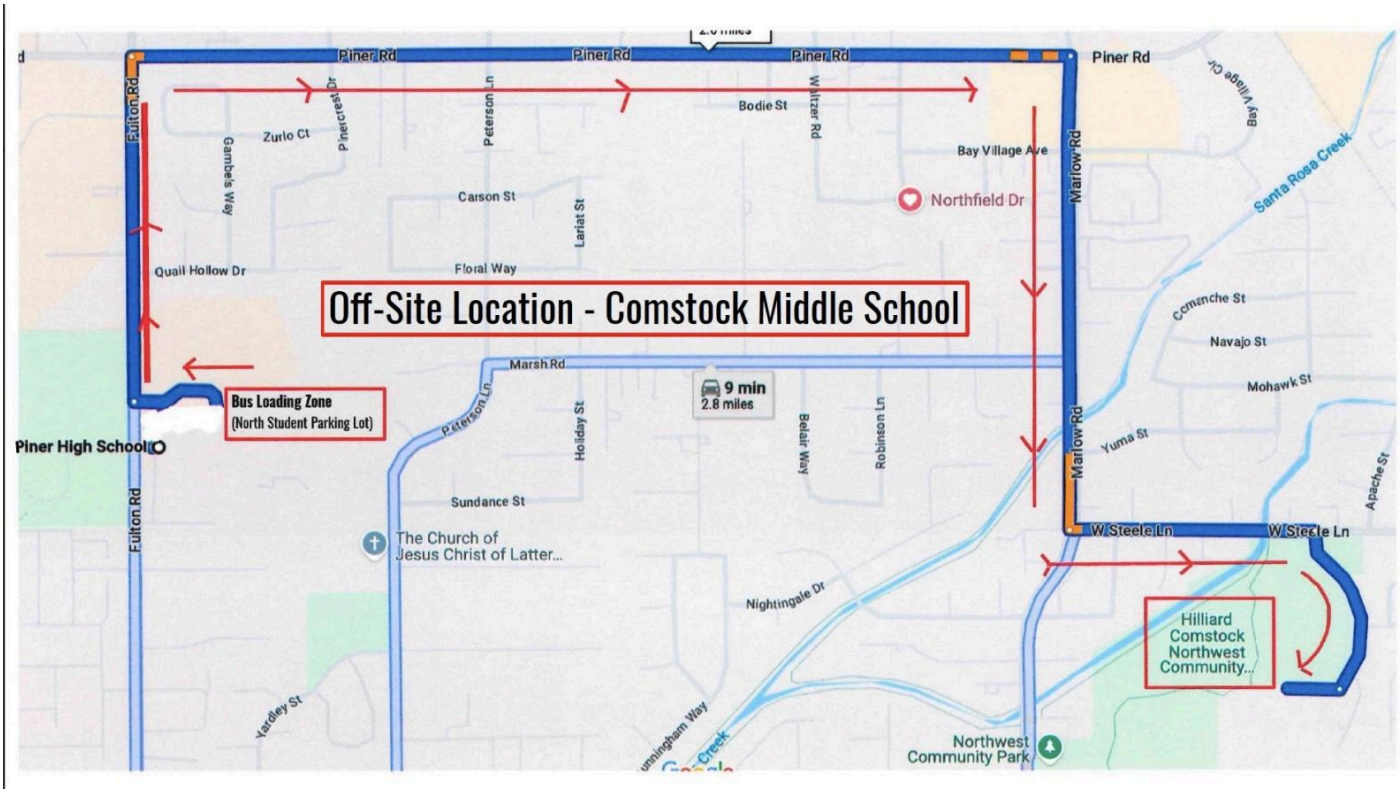
10. **Facilitate Reunification**
    - Ensure families are directed to the appropriate stations upon arrival at the Off-Site Reunification Location.

Additional Considerations

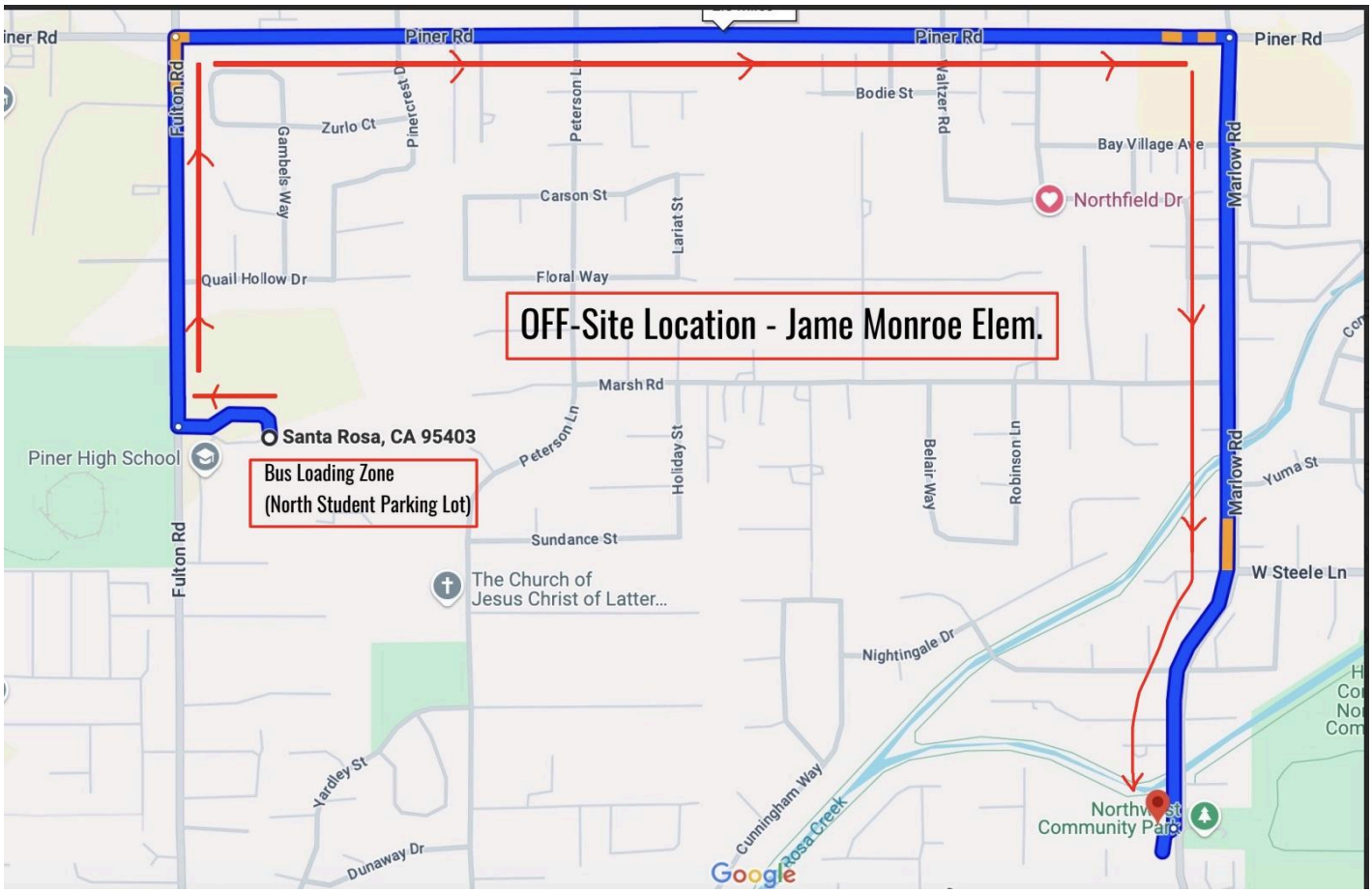
- Plan for transportation logistics, including bus availability and the time required for drivers to report.
- Consider weather conditions and provide shelter or accommodations as needed.
- Remain flexible and ready to adapt to changing circumstances during the process.

OFF SITE map with reunification local and with arrows showing movement of students

Location 1: From PHS to Comstock Middle School



Location 2: From PHS to James Monroe Elementary School



Transportation

The affected school needs to work through the **Transportation Team** for transportation to the Reunification Site. The Transportation Team has staging areas for the school.

Staging the School for Transport

Step 1

Establish Onsite Incident Command: The first step in staging for transport is establishing School Incident Command at the school. Integrating with **Incident Command** (admin) should be a priority.

Step 2

Classroom Evacuation: Classrooms are individually evacuated to the *Emergency Evacuation Locations. Teachers take attendance and complete* the "**Injured and Missing Person Report**" **(this form should already be in the teacher's folder inside their red backpacks**). When there is a Police led evacuation, students and staff will be asked to keep their hands visible.

If it is a **Police Led Evacuation after a Lockdown,** each room will be cleared by Law Enforcement personnel. This process may take up to several hours. ***The teacher should take attendance in the classroom, before evacuation.***

Special Needs Population: If there is a diverse special needs population, consider evacuating that population last. Once evacuated, this population will demand additional resources.

Step 3
Secure the **Assembly/Shelter Area**: At the **Assembly/Shelter Area** teachers are assigned to letters of the alphabet and will stay with the students and retrieve students to be released. If some teachers are unable to be at the **Assembly/Shelter Area**, doubling up classes with "Partner" teachers is appropriate.

Assembly/Shelter Area - Students whenever possible should enter out of parental view: Students are transported to the Reunification Site (off-site) and are directed to the **Assembly/Shelter Area,** or walked to the Reunification Area (stadium, baseball field or large gym on-site) and are then directed to the Student Assembly Area. In the large gym, students sit by grade level, at the stadium and baseball field students sit by last name ALPHA.

Teachers: Verify attendance (see Step 2)

Accountant: Begins master roster verification.

Law Enforcement: May search **Assembly/Shelter Area** students and staff.

Step 4
Student and Staff Transport: On-site reunification, transport is not required - students released to family. Off-site students and staff board the bus and are transported to the Reunification Site. Buses having audio-video systems can be utilized for further accountability by having students face the camera and state their names, another option is to use a cellphone to video, or paper and pencil.
Reunification / Student Release Roles and Duties

Family Check-in Area	Name of Staff	Role	Duties
Family check-in and provide identification for verification		Check-in supervisor	Establishes and manages the check-in process. Supervises greeters, checkers, and flow monitors.
		Greeter/s	Helps coordinate check-in lines, explains processes and assists families.
		Traffic control / flow monitor	Assists in guiding traffic flow. Informs families on where to check in, where to park, and whether to stay in the vehicle.
		Checkers	Verifies the ID of the person picking up the

			student. Verifies the student is present. Directs family members to the Waiting Area or Assistance Area.
		Security / Law Enforcement	Provides crowd and car traffic control and assists with uncooperative or upset family members.

Family Waiting and Family Assistance Area	Name of Staff	Role	Duties
Families with a student missing, injured, or detained by law enforcement would be directed to the Family Assistance Area		Family Waiting Area and Family Assistance Area Supervisor	Establishes and manages the Family Waiting Area and the Assistance Area. Responsible for supporting parents of missing, injured, or detained students after being notified by law enforcement or Superintendent. Provided information on next steps, hospital location, and other information.
		Mental Health Support / Counselor	Provides crisis counseling and support to families receiving notification regarding missing, injured or detained students.
		Safety Officer Law enforcement if needed.	Provides assistance with uncooperative or upset family members.

Family Reunification Check Out Area	Name of Staff	Role	Duties
Families retrieve student and check-out		Reunification / Check-out Area Supervisor	Establishes and manages the Reunification and Check-out Area. Supervises Runners, Flow Monitors, and Checkers, and is the last staff member the student and family see before exiting the site. Offers a friendly face, wave, and goodbye. Is available to answer any questions.
		Runner	Assists in locating students in the Student Assembly Area and bringing them to the Reunification Area where a Check will reunify the student with a family member.
		Traffic Control / Flow Monitor	Assists in guiding traffic flow in the parking lot as families and students leave. Informs families on where to exit the Reunification Area and directs them to leave the location

			in a timely manner.
		Checker	Matches students with family members, using reunification form, and then documents the student has been reunified.

Student Assembly Area	Name of Staff	Role	Duties
Students wait to be retrieved		Reunification / Check-out Area Supervisor	Responsible for monitoring and caring for students and staff at the evacuation location while waiting for release.

Actions and Considerations

Community Action - Parents will begin to arrive: Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.

Reunification Site - Incident Command Team: Contacting the Superintendent and determining the Reunification Site are among the first actions taken. The Principal or Designee contacts the Superintendent. If the site is another school, an early release may be necessary.

Law Enforcement - Support and Investigations: Regardless of the criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.

Fire and EMS - Casualty Care: If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas.

REUNIFICATION GO KIT

Item	Count	Date	Date	Date
Parent Banners: Student Release/Staff Accounting Team ***(Check-in, Family Waiting, Pick-up Area)***	Purchase 1 ea			
Bungee Cords	Purchase 12			
Folding Table (6 ft.)	1			
Folding Chairs	4			
24-count boxes of pens	2			

English Reunification Cards	1500 copies			
Spanish Reunification Cards	1500 copies			
Directional Signs	12			
Bull Horn	4			
Extra bullhorn batteries	1			
Flashlights	4			
Extra flashlight batteries	Purchase 12			
Safety vests	1/per staff (already in red bags)			
Set of laminated alphabet sheets	2			
Set of laminated grade sheets	2			
Set of laminated ***Greeter & Runner lanyards***	16			
Duct tape	2			
Cart	1			
Canopy	1			
Delineators (used to create lines)	12			
Large Campus Map	1			
Injury and Missing Person Reports	25 copies			
Priority Release Staff list 25-26				
25-26 PHS Staff Evacuation Locations (on-site)				
25-26 PHS Evacuation Numbers				
Diagram of Incident Command (on-site charts)				
ICS Organizational Chart				
ICS Team Duties Descriptions				

NOTES: Rev: 8-9-25

Appendix of Resources

Injury and Missing Person Reports

Reunification Process Parent Handout (English)

Reunification Process Parent Handout (Spanish)

Reunification Cards (English)

Reunification Cards (Spanish)

Student Dress Code

The dress code is aimed at creating a positive learning environment by reducing inequities and unnecessary disciplinary incidents.

- All students are encouraged to dress in a manner that is comfortable and *conducive to learning*.
- Students should be able to wear clothing without fear of or actual unnecessary discipline or body shaming.
- The student dress code should serve to support all students to develop a *body-positive self-image*.

Under the dress code policies, students must still wear:

- Bottoms
- Tops
- Shoes
- Clothing must cover genitals, buttocks, chest, and areolae/ nipples with opaque material.

NOT PERMITTED: more than two items on person of the colors red or blue; due to safety reasons.

Consequences: ***Dress Code Violation Consequences***

1st Offense:	Warning with Guardian Contact
2nd Offense:	Guardian meeting and potential for detention
3rd Offense:	Other disciplinary action which may include additional detention time, suspension, restorative assignment, community service, placement on **Loss of Privilege List.**

Código de Vestimenta Estudiantil

El código de vestimenta tiene como objetivo crear un ambiente de aprendizaje positivo reduciendo las desigualdades y los incidentes disciplinarios innecesarios.

Se anima a todos los estudiantes a vestirse de forma cómoda y propicia para el aprendizaje.

Los estudiantes deben poder usar ropa sin temor a ser objeto de disciplina innecesaria ni a ser humillados por su cuerpo.

El código de vestimenta estudiantil debe servir para apoyar a todos los estudiantes en el desarrollo de una imagen positiva de su cuerpo.

Según las políticas del código de vestimenta, los estudiantes deben usar:

- Prendas inferiores
- Prendas superiores
- Zapatos
- La ropa debe cubrir genitales, glúteos, pecho y areolas/pezones con material opaco.

NO SE PERMITE el uso de más de dos prendas de color rojo o azul por persona; por razones de seguridad.

Consecuencias: Consecuencias por violación del código de vestimenta

1.ª infracción: Advertencia con contacto con el tutor.

2.ª infracción: Reunión con el tutor y posible detención.

3.ª infracción: Otras medidas disciplinarias que pueden incluir tiempo de detención adicional, suspensión, asignación restaurativa, servicio comunitario e inclusión en la Lista de Pérdida de Privilegios.

PINER PROSPECTORS

Incident Commander 26-27 - "Deciders"
Guadalupe Perez-Cook
Alternate 1: Andrea Correia
Alternate 2: Ryan Partika
Alternate 3: Norma Vasquez

Safety Officer
Lead -Andrea Correia
Alt 1 - Ryan Partika
Alt 2 - Norma Vasquez

Information Officer/Note Taker/ Time Keeper
Lead - Kayelean Killen
Alt 1 - Shobna Kumar
Alt 2 - Luis Rosales

Liaison Officer
Lead - Norma Vasquez, Claudia Robles
Alt 1 - Ryan Partika
Alt 2 - Andrea Correia

Planning Intelligence - "Thinkers"
Chief - Melanie Rosales
Alt 1 - Deb Morros
Alt 2 - John Mayer
Alt 3 - Kayelean Killen

Situation Staus Team
Lead - Kameron Rose
Alt 1 - Chad Rodgers
Alt 2 - Kristi Erickson

Documentation Team
Lead - Jenna Jewell
Alt 1 - Shobna Kumar, Sarah Walls
Alt 2 - Yolanda Molina

Logistics - "Getters"
Chief - Mike Converse
Alt 1 - Heather Benson
Alt 2 - Antonio Chavez

Supplies & Staffing Team
Lead - Maureen McCabe
Alt 1 - Megan Tucker
Alt 2 - Kelly Henderson
Yolanda Ruiz, Antonio Chavez
Amanda Z., Martha Gutierrez
Luz Gutierrez, Rose Mertens, Juan Duffield

Transportation Team
Lead - John Wehde
Alt 1 - Neil Strathman
Alt 2 - Cat Jorgenson
Sonja Braden, Bo Reece, Juan Duffield, DeVaughn Jenkins, Heather Garcia Rossi

Finance/Administration - "Payers"
Chief - Yolanda Molina
Alt 1 - Melanie Rosales
Alt 2 - Julie Modell

Recordkeeping Team
Lead - Claudia Robles
Alt 1 - Shobna Kumar
Alt 2 - Russ Olson

Staff Priority Release List – Nov. 24, 2025

Priority 1 (kids under 8)	Priority 2 (kids 10-17)/elders	Priority 2	Priority 3 (Cont'd)	Priority 3 (Cont'd)	Priority 3 (Cont'd)
Langhals, M.	Alexander, Z	Griffiths, J	Cecil, M	Areteaga Cardenas, Y	Garcia, A.
Ramirez, K	Pedersen, B	Ballinger, T	Anorga, R	Lopez Javalois, P	Brooks, L
Gaines, E	Erickson, K	Doucette, M.	Converse, M.	DePaola, D	
Riddle, R	Valle, W	Castro, J.	Vences, J	Mayer, J	***Custodians***
Morrow, D	Bragg, L	Erken, K.	Perez, L.	Marquez, P	Ruiz, Y
Sutherland, S	Kruger, K	Rosales, M	Rodgers, C	Molina, V	Gutierrez, L
Schubert, C	Carpenter, S	Klouse, E	Soria Silva, M	Phanchanh, J	Villasenor, C
Tucker, M	Retzinger, H		O'Connor, I	Smith, K	Porter, R
Williams, J	Reece, B	**Priority 3**	Gutierrez, M	Rios-Zendejas, M	Chavez, A
Jorgenson, C	Strathman, N		Becerra, E	Browne, C.	***ADMIN***
Rose, K	Ambrose, J	Cancilla, N.	Henderson, K	Mertens, R	Norma Vasquez
Kinser, N	Guaraldi-Brown, T	Benson, H	Gorman, J	Kennedy, J.	Guadalupe Perez-Cook
Jewell, J	Billy, D	Kumar, S.	Wehde, J	Kangastone, S.	Ryan Partika
Walls, S	McCabe, M	Robles, C.	Willson, P	Rothrock, S.	Andrea Correia
Bahena V	Slaten, A	Erickson, K.	Perdomo, J	Jenkins, D	
Byers, T.	Hewitt, B	Park, A	Braden, S.	Weber, E.	***Please locate:***
Thiele, N M	Mantoani, M	Case, C	Duffield, J	Lagunes, N.	Team & Priority #
Rosenstein, A	Molina, Y	Erickson, C.	Witzman, S	Reynoso, O.	
Scramaglia, R	Neufeld, D	Carl, C.	Lonkevich, D	Ruiz, N.	***Can't find both?***
Guerrero, L	Durr, R.	Benson, H	Olson, R	Sosa, M.	Email: Guadalupe
	Zabaljauregui, A	Cecil, E	Gomez, E	Castaneda, C.	***gperez-cook@srcs...***

Operations - "Doers"
Chief - Mark Mantoani
Alt 1 - Antonia Chavez
Alt 2 - TBD

Maintenance/Fire/Site/Security Team
Lead - Antonio Chavez
Alt 1 - Bo Reeces
Nate Kinser, Tony Slaten, Page Willson
Russ Olson, Brian Pederson, Juan Duffield, DeVaughn Jenkins, Adam Rosenstein, Shawn Rothrock, Ed Weber

First Aid Team
Lead - Ryan Riddle
Alt 1 - Sean Sutherland, Alt 2 - Cim Case
Sangmo Witzman-Nurse, Rich Scramaglia, Wendy Valle, Kelly Henderson, Eric Cecil, Chelsea Schubert, Daniel La Tourelle, Valery Molina, Libby Brooks

Crisis Intervention Team
Lead - Eleane Becerra
Alt 1 - Kristine Erken, Alt 2 - Karol Ramirez
Ofelia Reynoso, Casey Carl, Nicole Cancilla, Lena Bragg, Johana Perdomo, Delmar Billy, Rick Durr, Julie Mawood, Suzy Klekner, Carlos Castaneda

Light Search & Rescue Team
Lead - Zack Alexander
John Kennedy, Kurt Kruger, Erik Klouse, Natasha Thiele, Rob Porter
Christian Villasenor, Megan Langhals, Steve Carpenter, Perla Marquez

Assembly & Shelter Team
Lead - Mike Doucette
Alt 1 - John Williams, Alt 2 - Maureen Cecil
Cindy Erickson, Paulina Lopez, Ricardo Angora, Dan Lonkevich, Erin Gomez, Kristi Erickson, Tony G Brown, Jen Griffiths, Jill Ambrose, Josh Gorman, Sarah Kangastone, Ben Hewitt, Valeria Bahena, Dawn Neufeld, Troy Ballinger, Elizabeth Gaines, Dante DePaola, John Mayer, Nicolas Ruiz, Noelle Lagunes **(All Subs/Guest Teachers)**

Communication Team
Lead - Jose Castro
Alt 1 - Lorraine Perez, Alt 2 - Jonathan Vences
Todd Byers, Alyssa Garcia, Marlene Soria, Mireya DeLaCruz, Myra Sosa, Ian O'Connor (IT), Angie Thompson

Student Release & Staff Accounting Team
Lead - Shobna Kumar
Alt 1 - Claudia Robles, Alt 2 - Yolanda Molina,
Amanda Park, Yissel Arteaga Cardenas, Maria Rios Zendejas, Ceanne Browne, Holly Retzinger, Kyle Smith, Lucero Guerrero, Johnny Phanchanh, Attendance Tech1

Piner Junior Senior High School

Mrs. Andrea Correia
Principal

Mrs. Guadalupe Perez-Cook
Vice Principal

Mrs. Norma Vasquez
Vice Principal

Mr. Ryan Partika
Vice Principal

*Safety Drill Schedule 2026-27***

Teacher: _____ ***Classroom:*** _____

Evacuation Number/Map (attach): _____

Location of Emergency Bag: _____

Date	Type of Drill	Period and Time	Response and Action
impromptu	**Fire**	**impromptu**	*A drill will take place w/advance notice only to staff via email - Announced over PA the day 2 minutes before the drill. *Take proper action during the drill. *Exit to evacuation areas
			Tour Site Evacuation Number and Homeroom - 4th Period Number
Friday, September 18, 2026	Lock Down, Earthquake & Fire Drill	4th Period (Homeroom) **11:00 am**	*Explain lockdown procedures 3-4 minutes before the drill. *Ensure all safety steps are followed during the drill. *Inform students about proper coverage and protection under desks before the drill. *Duck and cover. *Debrief students on **why** quick, proper actions during a lockdown are important. *Exit to evacuation areas
Thursday, October 15, 2026	Earthquake/CA Shakeout/Evacuate to the Stadium .	2nd Period **9:00 am - 10:00 am**	****COMPREHENSIVE EVACUATION DRILL**** **(line up at your assigned numbers and you will be excused to the football field)** *Explain the exit route to students 2-3 minutes before the alarm. *Inform students about proper coverage and protection under desks before the drill. *Duck and cover. *Exit to evacuation areas *Mock Student release and CERT students activated
Wednesday, November 18, 2026	Earthquake and Fire	**5-minute passing period between end of lunch & 5th periods at 1:05 pm.**	*Take proper action during the drill. *Exit to evacuation areas ***MEET YOUR 4th-PERIOD CLASS AT THE EVACUATION LOCATION. (HOMEROOM)**
Tuesday, January 12, 2027	Lockdown/ Armed Intruder	3rd period **11:20 am**	*Take proper action during the drill. *Debrief students on **why** quick, proper actions during these situations are important. *Remind students this is their Evacuation Location whenever an emergency happens when they are not in class (before school-break-lunch-after school)-HOMEROOM
Thursday, February 11, 2027	Shelter-in-place/ Smoke in the area	6th period **2:30 pm**	*Take proper action during the drill. *Debrief students on **why** quick, proper actions during this situation is important
Monday, March 8, 2027	Fire	1st Period **9:00 AM**	*Take proper action during the drill. *Debrief students on **why** quick, proper actions during this situation is important

**Administration will hold impromptu drills to exercise safety procedures. Any unplanned evacuation will count towards a safety drill should inclement weather impact the schedule. The schedule is subject to change.

Please be sure to update your guest teacher lesson plans to help notify guest teachers of where safety information can be accessed within the classroom.

Emergency Response Actions

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

Be sure to notify any relevant support staff--psych, case manager, ERMHs/SBT/ Counselor</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to services
☐ VPP or CBO referral
☐ Root cause analysis for reason behind use of harassing behavior and conflict
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Appointment with the Wellness Center
☐ Accountability/Restorative project</td></tr>
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<tr><td>Sexual Harassment
48900.2 Committed an act of sexual harassment (NOTE: not applicable to students in grades TK-3)</td><td>Consequences
Possible Suspension (0-5) for a first offense
Parent meeting
Possible Title IX investigation
Possible SRPD Referral</td><td>Consequences
Suspension (3-5)
Possible SRPD Referral
Tier 1 Threat Assessment Team required
Parent Meeting
Title IX investigation</td><td>Consequences
Suspension (5)
Possible Recommendation for expulsion
Possible SRPD Referral
Tier 2 Threat Assessment Team required
Parent Meeting
Title IX investigation</td><td rowspan="2">Notify Title IX officer right away for guidance
Full investigation with student statements, witness statements
Multidisciplinary Threat Assessment
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support for both student and target of threats
Requires Victim Module Entry
Possible SRPD Referral</td></tr>
<tr><td>Consider age, capacity and comprehension level of the student

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

May Include

48915c4
Must Expel
If so, begin the recommendation for expulsion</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to services
☐ VPP or CBO referral
☐ Root cause analysis for reason behind use of harassing behavior and conflict
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Appointment with the Wellness Center
☐ Accountability/Restorative projec</td></tr>
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<tr><td>Participated in Hate Motivated Behavior 48900.3
Caused or attempted to cause, threatened to cause or participate in an act of hate violence
NOTE: not applicable to students in grades TK-3</td><td>Consequences
Possible Suspension (0-5) for a first offense
Parent meeting</td><td>Consequences
Suspension (3-5)
Possible SRPD Referral
Tier 1 Threat Assessment Team required
Parent Meeting
Possible Title VI investigation</td><td>Consequences
Suspension (5)
Possible Recommendation for expulsion
Possible SRPD Referral
Tier 2 Threat Assessment Team required
Parent Meeting
Title VI investigation</td><td rowspan="2">Full investigation with student statements, witness statements
Multidisciplinary Threat Assessment
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Re-Entry Team Meeting upon return
Plan for ongoing support for both student and target of threats
Requires Victim Module</td></tr>
<tr><td>Consider age, capacity and comprehension level of the student

Be sure to notify any relevant support staff--psych, case manager, ERMHs/SBT/ Counselor</td><td colspan="3">Alternatives to Suspension and Interventions (not exhaustive)
☐ Referral to services
☐ VPP or CBO referral
☐ Root cause analysis for reason behind use of harassing behavior and conflict
☐ No roam list
☐ Schedule an IEP/504/SST
☐ Restorative Dialogue or Conference
☐ Change of schedule
☐ Change of location within the classroom
☐ Behavior agreement
☐ No Conflict agreement
☐ Appointment with the Wellness Center
☐ Accountability/Restorative project</td></tr>
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<tr><td>Threats To Staff or Pupils 48900.4
Engaged in harassment, threats, or intimidation directed against school personnel or pupils (NOTE: not applicable to students in grades K-3)</td><td>Consequences
Possible Suspension
Tier 1 Threat Assessment Team if needed
Possible SRPD Referral if threat of homicide</td><td>Consequences
Suspension (1-5)
Tier 1 Threat Assessment Team required
Possible SRPD Referral if threat of homicide</td><td>Consequences
Tier 2 Threat Assessment Team required
Possible SRPD Referral if threat of homicide</td><td rowspan="2">Full investigation with student statements, witness statements
Screen for Multidisciplinary Threat Assessment
Incident Report submitted
Photos of any potential injuries/messaging
Parent Notification Right Away
Call SRPD if threat of homicide or serious physical injury
Re-Entry Team Meeting upon return
Plan for ongoing support for both student and target of threats
Requires Victim Module (unless staff target)</td></tr>
<tr><td>Consider age, capacity and comprehension level of the student

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