

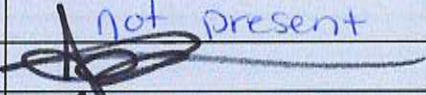
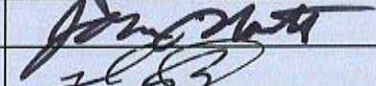
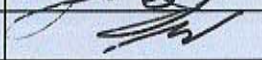

# Comprehensive School Safety Plan

## 2025-26 School Year

**School:** Two Rock Elementary School  
**CDS Code:** 49-70979-605231  
**District:** Two Rock Union Elementary School District  
**Address:** 5001 Spring Hill Road  
Petaluma

**Date of Adoption:** February 12, 2024  
**Date of Update:** January 21, 2024 + January 23, 2024  
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- with Staff January 7, 2024 + January 21, 2024  
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- with Fire Authority January 6, 2024

### Approved by:

Name	Title	Signature	Date
Gayleen Maas	Board of Trustees, President	not present	
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## California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose:** The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

### How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components):** Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

### Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

### Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) by **October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Two Rock Elementary School Office.

### Safety Plan Vision

Two Rock Elementary Comprehensive School Safety plan has several overarching goals: to help our community create a school atmosphere that is safe, respectful, fair, and conducive to learning; to prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff; and to comply fully with all requirement



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

### Two Rock Elementary School Safety Committee

#### School Incident Command System

#### Assessment of School Safety

School safety data sources include:

- Suspension and expulsion
- Law enforcement interventions and crime reports
- Staff, student and community surveys
- Property loss, vandalism and insurance reports

#### Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

It is a priority of the administration and staff at Two Rock Elementary School that every student will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom. Our staff desires to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct. Staff receives training which implements and supports conflict resolution. The Two Rock Elementary School Education Foundation, School Site Council, Coast Guard First Responders, and other school-community partnerships are actively involved in support of Two Rock Elementary School's students.

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

All staff members are considered 'mandated reporters' and are required by law to contact County Child Protective Services (707-565-4304) when child abuse is suspected. Board Policy and Administrative Regulation 5141.4 outline requirements and updated as required by law.

#### Preventing Student Sexual Abuse

PENDING APPROVAL

Board Policy Manual  
Two Rock Union School District

#### Policy 4119.24, 4219.24, 4319.24: Preventing Adult Sexual Misconduct & Child Sexual Abuse

##### Purpose/Standard

The purpose of this policy is to provide all staff, students, volunteers and community members with information to increase their

awareness of their role in protecting students from inappropriate conduct and failure to maintain appropriate boundaries by adults. All adults are expected to maintain professional, moral, and ethical relationships with students that are conducive to an effective, safe learning environment.

The provisions of this policy apply to all district staff, volunteers and community members (“adults”) relative to their conduct with students in District schools and programs. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also boundary-blurring and grooming behaviors that undermine the professional adult/student relationship and can lead to misconduct or the appearance of impropriety. Adults are required to maintain an atmosphere conducive to learning, through consistently and appropriately applied discipline and establishing and maintaining professional boundaries.

The interactions and relationships between adults and students should be based upon mutual respect and trust, and an understanding of the appropriate boundaries between adults and students in and outside of the educational setting. Relationships between adults and students should also be consistent with the educational mission of the schools.

### Definitions

**Sexual abuse** refers to coerced or forced sexual contact or activity that may be ongoing or occurs over time, often within a trusting relationship. Perpetrators may trick or force victims into gradually engaging in sexual activity. Perpetrators of ongoing sexual abuse often control the child/youth through secrecy, shame, or threats. Sexual contact between students and adults or where there is a power differential (age, size, developmental maturity, etc.) is considered abuse, regardless of whether it includes touching or not.

**Sexual assault** usually refers to forced or unwanted sexual contact or activity that occurs as a single incident, as opposed to ongoing sexual abuse that may continue over time. It may also involve verbal or visual behaviors, or any type of pressure designed to coerce or force someone to join in the unwanted sexual contact or activity. The assault may involve a similar range of behaviors that are attempted or perpetrated against a victim’s will or when a victim cannot consent because of age, disability, or the influence of alcohol or drugs. Sexual assault may involve actual or threatened physical force, use of weapons, coercion, intimidation or pressure. The perpetrator usually takes advantage of the victim’s vulnerability.

**Legitimate educational purpose** (school sponsored) includes matters or communications related to teaching, counseling, athletics, extracurricular activities, treatment of a student’s physical injury or other medical needs, school administration, or other purposes within the scope of the adult’s employment/volunteer duties.

**Boundary Violation** is an act or omission by an adult that does not have a legitimate educational purpose and has the potential to abuse the adult/student relationship. A boundary violation that constitutes serious misconduct is an act, omission, or pattern of such behavior by an adult that does not have a legitimate educational purpose; and results in abuse of the staff/student professional relationship.

**School Adult** refers to a person employed by, working in conjunction with or associated with school activities usually in supervisory capacity (teacher, coach, activity leader) but can also be a support person (aide, volunteer, chaperone) for school-related activities on- or off- campus. This applies to School Adults to the extent they are acting in the course and scope of their employment, volunteer, or other relationship to the District. For example, this would not preclude a District employee who has children attending school in the District from having their child’s friends who are also District students over to their house for a playdate or sleepover. Contact your supervisor if you have any questions regarding this situation.

**School Administrator** refers to the Principal or certificated staff member-in-charge in the absence of the Principal.

### School Adult Relationships with Students

Adults are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other adults when interacting with students. In order to protect both students and School Adults from unwarranted physical contact or allegations of sexual misconduct, the following guidelines are established and are to be followed by all School Adults when working with students, on- or off-campus.

1. **Physical Interactions** - the following are examples, but not an exhaustive list of appropriate and inappropriate behaviors:



<i>Appropriate Physical Interactions</i>	<i>Inappropriate Physical Interactions</i>
<ul style="list-style-type: none"> <li>• Side hugs; shoulder-to-shoulder hugs</li> <li>• Pats on the shoulder or back</li> <li>• Handshakes</li> <li>• High-fives and hand slapping</li> <li>• Verbal praise</li> <li>• Pats on the head when culturally appropriate</li> <li>• Touching hands, shoulders, and arms</li> <li>• Arms around shoulders</li> <li>• Holding hands (with young students in escorting situations)</li> </ul>	<ul style="list-style-type: none"> <li>• School Adult-initiated hugs*</li> <li>• Kisses</li> <li>• Showing affection in isolated areas away from others</li> <li>• School Adult sleeping in a bed with a student</li> <li>• Allowing students to sit on School Adult's knees/lap*</li> <li>• Wrestling</li> <li>• Piggyback rides</li> <li>• Tickling**</li> <li>• Massage given by or to a student**</li> <li>• Any form of affection that is unwanted by the student or the School Adult</li> <li>• Touching bottom, chest, or genital areas***</li> </ul>
<p>* Hugs by a School Adult may be appropriate with young students (Pre-K – Kindergarten). When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.</p> <p>** This does not apply to those students who need tickling, light massage or shoulder compressions for sensory issues, and as included in their district approved behavior plans or IEPs. When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.</p> <p>*** This does not apply to School Adults who are providing assistance to students with self-care or toileting, as needed. Two adults should be present in an event where assistance with self-care is needed. When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.</p>	

## 2. Verbal Interactions

School Adults are expected to refrain from speaking to students in a way that is harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. School Adults must not initiate sexually oriented conversations with students or discuss their own sexual activities with or near students. School Adults should stop any conversations that involve students that are involved in inappropriate conversations with other students or other adults in general. The following lists are examples, but not an exhaustive list of appropriate and inappropriate behaviors:

<i>Appropriate Verbal Interactions</i>	<i>Inappropriate Verbal Interactions</i>
<ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Appropriate jokes</li> <li>• Encouragement</li> <li>• Praise</li> </ul>	<ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Discussing sexual encounters</li> <li>• Involving students in the personal problems or issues of School Adults</li> <li>• Secrets</li> <li>• Cursing</li> <li>• Off-color or sexual jokes, sexual innuendo</li> <li>• Shaming</li> <li>• Belittling</li> <li>• Derogatory remarks</li> <li>• Harsh language that may frighten, threaten or humiliate students</li> <li>• Derogatory remarks about the student or his/her family</li> <li>• Terms of endearment</li> </ul>

## 3. One-on-One Interactions

Many cases of abuse or allegations of abuse occur when an adult is alone with a student. The District seeks to reduce these situations and recommends that School Adults avoid private one-on-one interactions unless approved in advance by the school administration.



In situations where one-on-one interactions are approved or unavoidable, School Adults should observe the following additional guidelines to manage the risk of abuse or false allegations of abuse:

<b><i>Additional Guidelines for One-on-One Interactions</i></b>
<ul style="list-style-type: none"> <li>• In most situations, one-on-one meetings with students should occur in a public place where you are in full view of others. Never meet with any student behind a locked door.</li> <li>• If meeting in a classroom or office, leave the door open and in line sight of the open door or move to an area that can be easily observed by others passing by.</li> <li>• The District recognizes that various functions performed by certain employees, (e.g., counselors, psychologists, therapists, persons assisting students with hygiene care, etc.) necessitate private meetings with students. Such School Adults should exercise professional judgment to determine when it is appropriate to meet with a student in a private setting, consistent with the norms and expectations of that profession.</li> <li>• Avoid physical interactions that can be misinterpreted.</li> <li>• Inform others (i.e., administrators, other School Adults) that you are alone with a student and ask them to randomly check in. When appropriate, consider having a second School Adult present, nearby or within hearing distance.</li> <li>• Document and immediately report unusual incidents, including disclosures of abuse or maltreatment, injuries, or interactions that might be misinterpreted.</li> <li>• Immediately inform the top administrator at your site if you observe any School Adult violating these rules.</li> </ul>

#### 4. Off-Campus Contact

Many cases of abuse or allegations of abuse occur off campus, after school, and during school vacation periods. Contact outside of regularly scheduled school activities and hours may put School Adults, students, and the District at increased risk. In particular, inviting or allowing students to be present in School Adults' homes creates an unacceptably high risk of liability.

<b><i>Appropriate Outside Contact</i></b>	<b><i>Inappropriate Outside Contact</i></b>
<ul style="list-style-type: none"> <li>• Taking groups of students on an outing, with normal field trip permissions and supervisory protocols in effect.</li> <li>• Attending sporting activities with a group of students, again with appropriate field trip permissions.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking any student on an outing without district approved written permission from the parent/guardian. No one-on-one outings should be permitted.</li> <li>• Visiting students in the student's home, without a parent/guardian present.</li> <li>• Entertaining a student or students in the home of a School Adult with or without a parent or other adult present.</li> <li>• A lone student spending the night with a School Adult.</li> </ul>

When outside contact is unavoidable, ensure that the following steps are followed:

- Supervisors should identify for School Adults what types of outside contact are appropriate and inappropriate.
- Ensure that School Adults have parent/guardian permission to engage in outside contact with the student and that school administrators are aware of the outside contact.

#### 5. Electronic Communications

Electronic communications provide a venue for private communication between School Adults and students. For everyone's protection, the District stresses transparency in and judicious use of all electronic communications and recommends adherence to the following guidelines:

<b><i>Appropriate Electronic Communications</i></b>	<b><i>Inappropriate Electronic Communications</i></b>
<ul style="list-style-type: none"> <li>• Sending and replying to text messages from students ONLY when copying a supervisor and/or the student's parent.</li> <li>• Communicating through "group pages" on</li> </ul>	<ul style="list-style-type: none"> <li>• Harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning or humiliating comments.</li> <li>• Sexually oriented conversations (explicit and</li> </ul>



<b><i>Appropriate Electronic Communications</i></b>	<b><i>Inappropriate Electronic Communications</i></b>
<p>Facebook or other designated public forums. In no circumstances should a School Adult post any items on these public pages that would be seen as derogatory or harassing. School Adults who post on such sites should immediately contact their supervisor to report any inappropriate postings by students or School Adults.</p> <ul style="list-style-type: none"> <li>• “Private” profiles for School Adults which students cannot access. However, School Adults should be aware that social media sites have been criticized for changing privacy settings to make it increasingly difficult to keep items private.</li> <li>• Communications for school related work regarding assignments, activities etc. from a school account or from a school adopted platform.</li> </ul>	<p>implicit).</p> <ul style="list-style-type: none"> <li>• Private messages between School Adults and students from private accounts and/or unrelated to school assignments/activities.</li> <li>• Posting inappropriate comments or pictures.</li> <li>• Posting pictures of students without written parental consent.</li> </ul>

## 6. Gift Giving

School Adults should refrain from giving gifts to individual students. Gift giving will only be allowed under the following circumstances:

- A whole class/group receive similar gifts at the same time (pencils, etc...)
- Administration must be made aware of and approve a gift to an individual or smaller group of students, and
- Parents must be notified.

## Supervision of School Programs

The District recognizes that appropriate monitoring and supervision are critical functions of abuse prevention and provide protection to students, School Adults, and the District. When interactions are monitored, allegations of abuse or wrongful acts are more easily prevented and accurately investigated and resolved. The District seeks to employ the following practices to ensure that all School Adults understand their role in this process.

### 1. General Supervision

- Administrative and Supervisory Visits to School Programs – Supervisors and school administrators will regularly visit all school programs occurring throughout the day to ensure that activities are well-managed and that school policies are observed.
- Mixed Age Groups – (In most incidents involving one student abusing another student, the students are from different age groups.) Close line-of-sight supervision will be used when monitoring programs that mix age groups. Examples of particular times and campus locations where mixing age groups typically occurs include:
  - Locker rooms
  - Lunch times
  - Recess
  - Before and after school

### 2. Facility Monitoring

#### ***Guidelines for Facility Monitoring***



### ***Guidelines for Facility Monitoring***

- Unused rooms, storage areas, and closets should be kept locked at all times.
- Unused buildings and areas should be designated, posted, and enforced as off-limits to students.
- Students should remain in facility areas that are easily viewed by School Adults.
- Classrooms, meeting rooms, and any rooms where students have access should have windows that permit observation. Door windows should remain free of paper and items that may block visibility to the outside (i.e., artwork on windows should not prevent informal monitoring by passersby).
- Stage curtains should remain open.
- Access to keys should be controlled for all facility areas.

### **3. Monitoring Higher Risk Activities**

#### **a. Bathroom Activities**

Many instances of abuse/assault in schools occur in bathrooms. School Adults should be aware of their school's unique bathroom policies.

##### **i. General Procedures**

- 1) If privacy can be preserved, the bathroom doors should remain open.
- 2) Instruct students which bathrooms to use.
- 3) School Adults and adult visitors should use adult-only designated bathrooms especially on days/times when student activities are taking place.

##### **ii. Pre-School and Elementary School Procedures – the “buddy system”**

- 1) Encourage pre-kindergarten and elementary-aged students to use the bathroom as a group during transition periods. However, sometimes students will need to use the bathroom during class time.
  - In classrooms with connected single-stall bathrooms, send one student at a time to the bathroom and keep track of when the student entered the bathroom and ensure their timely exit.
  - In those classrooms without connected single-stall bathrooms, assign the student a buddy based on the age and behaviors of the students. Instruct the buddy to stand outside the bathroom and wait for their classmate. If their classmate does not come out of the bathroom in a timely manner, instruct the buddy to report back to the teacher immediately.

##### **iii. Middle and High School Procedures**

- 1) School Adults should monitor bathrooms during transition periods to ensure that students are not lingering in the bathroom.
- 2) When middle school or high school students need to use the bathroom during class time, require that they ask permission and carry a hall pass. Keep track of when the student left and ensure their timely return.

#### **b. Locker Room Activities**

When schools employ showering practices, School Adults and students must shower at different times. Create schedules that will permit supervision of the students while School Adults shower. Ensure that only one student is in each shower. Consider installing shower curtains that do not go all the way to the floor, so that School Adults can easily see how many students are in each shower stall.

While students change clothes and/or shower, School Adults should supervise in a way that balances student privacy with the need for appropriate supervision.

c. Transition and Free Times (including before and after school)

To decrease the risk of incidents during transition and free times, implement the following supervision guidelines:

- i. Designate certain areas at school as off-limits during these times by setting specific and narrow geographic boundaries in the program areas.
- ii. Depending on the age of students, consider assigning School Adults to specific areas to supervise during transition and free times. This “zone monitoring” ensures that all accessible areas are monitored. Assign more School Adults to high-risk areas and activities (i.e., playgrounds, isolated areas, etc.).
  - a. For example, in schools with playground areas, assign School Adults to certain “zones” and around the perimeter of the area. If the playground includes play structures that limit line-of-sight supervision (such as tunnels, slides, or jungle gyms), assign School Adults to these areas as well. School Adults should not be standing or sitting in groups while students play on the playground.
- iii. Consider creating specific bathroom procedures during transition times and free times, including designating which bathrooms will be available to students. School Adults should be posted at (or responsible for spot-checking) each available bathroom to actively monitor the students.
- iv. Encourage supervisors to conduct periodic sweeps of the entire activity area. If students are lingering outside of the planned activity area, the supervisor should encourage these students to return to the designated areas.
- v. Encourage the presence of a school site supervisor during transition and free times (including before and after school).

d. Evening Events and Activities

Night and evening activities are often high risk because students of mixed ages interact in a less structured environment, often with members of the general public. The following guidelines can help to decrease those risks:

- i. Apply the same procedures used to monitor transition and free times, as listed above.
- ii. Ensure that School Adults are assigned to supervise specific areas during both night activities and the transition times before and after the events.
  - a. For example, while students are waiting in a large group before the night activities, School Adults should be spread out in a “zone monitoring” formation – i.e., one School Adult in each corner of the area, one or more School Adults posted near the exits, etc. This “zone monitoring” ensures that all accessible areas, adults, and students are monitored.
- iii. Consider whether the presence of an administrator or supervisor during night activities is needed.

e. Transporting Students

Transporting students may increase the risk of abuse or false allegations of abuse because School Adults may be alone with a student or may make unauthorized stops with a student, e.g., to the School Adult’s home.

When transporting students, School Adults should adhere to the following:

- i. Administrators are notified.
- ii. When possible, the “rule of three” is used when transporting students in vehicles. At least two adults should be present when transporting a single student. At least two students should be present if transported by a single adult.
- iii. Students are not transported without written permission from a parent.
- iv. Students are transported directly to their destination. No unauthorized stops are made.

- v. It is recommended that School Adults document beginning and ending time and the names of students and School Adults who are involved in transportation, purpose of the transportation, and destination.
- vi. School Adults should avoid unnecessary physical contact with students while in vehicles. Students should sit in the rear seats.
- vii. School Adults should avoid engaging in sensitive conversations with students while transporting them.
- viii. When possible, avoid using personal vehicles to transport students.

When transporting students by bus or van:

- i. Determine the number of School Adults necessary to adequately supervise the students (e.g., one School Adult to ten students).
- ii. The driver should not be assigned as a supervisor for the students.
- iii. School Adults should be randomly seated throughout the bus for easier supervision of students, with at least one School Adult in the front of the bus and one in the far rear. School Adults should sit in the aisle or in an outside seat so they can supervise students on the bus.
- iv. On overnight bus or van trips, male School Adults should not sit with female students and female School Adults should not sit with male students. School Adults should not share blankets with students or sleep in the same seat with a student; sharing blankets between students is prohibited.
- v. Take a head count or roll call before loading and after unloading vehicles.

When public transportation is used:

- i. Determine the number of School Adults necessary to adequately supervise students (e.g., one School Adult to ten students).
- ii. Students should remain in one area of the bus, if possible.
- iii. School Adults that are assigned to a group should remain with that group on the bus.
- iv. Take a head count or call roll immediately after entering and leaving the bus.

#### f. Day Trips, Field Trips, or Outings

Field trips present unique risks for the safety of students. Large groups are difficult to monitor, and students may be more likely to act out sexually in a less structured environment. An ill-intentioned adult may try to arrange to meet with a student. It is important to be aware of these risks and take measures to minimize them.

All field trips or outings must be in compliance with the District's abuse prevention policies. Additionally, all such activities must meet the following guidelines:

- i. Obtain written prior approval by a supervisor.
- ii. Obtain written parental permission.
- iii. Set a ratio for School Adults-to-students. Require at least two unrelated School Adults.
- iv. Encourage that students are monitored at all times.
- v. When using public bathrooms, School Adults should escort all students to the bathroom as a group.
- vi. While supervising or assisting private activities, such as dressing or showering students, School Adults are never alone with a single student.
- vii. Specific recommendations for parks, amusement parks, arcades, etc.:
  - 1) If the trip is to a location where students will be interacting in a large space and it is not possible to assign specific School Adults to specific groups of students, then:
    - Set boundaries at the location. Assign students to groups and ask that they monitor each other's presence. Younger students will need an adult chaperone to guide their group. Tell the students where they may and may not go. Then post School Adults/chaperones around the boundaries and at the entrance and exit points.
    - Assign remaining School Adults to monitor specific areas. Post at least one School Adult near the bathrooms if possible. School Adults should also be assigned to actively supervise the students.

- School Adults should escort students to the bathroom as a group when possible. School Adults should check the bathroom prior to the students going in, to ensure other adults are not inside. If possible, the School Adult should wait until other adults are no longer in the bathroom, and then send in small groups of students. The School Adult should then stand at the doorway and verbally check in with the students to ensure that they are not lingering, and to inform other adults that the students are being supervised.
- When not supervised by chaperones, students should check in at meeting points at least once every hour.

#### g. Overnight Trips and Events

Overnight stays present unique risks to students and School Adults. They often involve changing clothes, groups of both genders and different ages in a more intimate atmosphere than usual, more unstructured activities, and increased supervision demands for School Adults.

##### i. *Supervision Guidelines*

- 1) Goals for School Adult ratio on domestic trips are 1:10 and on international trips are 1:6. Actual ratios may need to vary either upward or downward based upon individual trip factors and student ages. Target ratios will be used unless an alternate is approved by the principal.
- 2) Students should be supervised at all times. They should be accompanied by a School Adult at all times that they are not in their rooms. However, the lead chaperone may designate limited times and areas in which students, on a buddy system basis of two or more students together, may walk around unaccompanied by a chaperone. In all such instances, the lead chaperone must ensure the following:
  - Physical boundaries are clearly defined;
  - Students check in at meeting points at a minimum of three hour intervals with no one dismissed until all have checked in safely;
  - Students should stay within areas accessible to the general public;
  - Students who are non-compliant lose privileges; and
  - When appropriate, students should have the lead chaperone's cell phone number and the lead chaperone has the students' cell phone numbers.

##### ii. *Sleeping Arrangements*

- 1) Overnight stays at private homes are prohibited.
- 2) For overnight stays in cabins or group rooms, adhere to the following procedures:
  - Supervising School Adults should be placed in bunks to maximize supervision around the cabin and in a way that decreases the chances of students sneaking out (such as by the door). No one adult should be in a cabin alone.
  - Prohibit School Adults from changing in front of students.
  - Prohibit School Adults from showering with students.

##### iii. *School Adult Guidelines*

- 1) School Adults are on duty at all times. There is no time off on a school trip. School Adults are required to be active supervisors of the students and not passive observers. School Adults are not to be under the influence of alcohol or other drugs while on the trip.
- 2) All School Adults are to be on duty in the halls or cabins at night until after lights out and all rooms are quiet.
- 3) School Adults are to regularly check rooms until after lights out. All doors are to remain locked but without security latches over the door so that School Adults can enter with the room key unannounced at any time and students can exit to the hall and find security guard/School Adults at any time. All keys are to be retained by the School Adults.

#### Reporting Problems

It is imperative that every School Adult participate actively in the protection of students. In the event that School Adults observe suspicious or inappropriate behaviors on the part of other School Adults, it is their personal responsibility to immediately report



their observations.

1. Suspected Abuse by an Adult

a. Employee Response to Abuse

As required by mandated reporting laws, school employees must report any suspected abuse or neglect of a student—whether on or off school property or whether perpetrated by employees or others—to Child Protective Services and/or law enforcement.

***Additional Guidelines for Employee Response to Incidents or Allegations of Abuse***

- If you witness abuse, interrupt the behavior immediately.
- If abuse is disclosed to you, assure the individual disclosing that he or she did the right thing by telling you.
- Document the incident, disclosure, or circumstances causing your suspicion of abuse.
- It is not your job to investigate the incident but it IS your job to report the incident to your supervisor and CPS or law enforcement in a timely manner.

b. Supervisor and Administrator Response to Abuse

In addition to the above response procedures, supervisors and administrators should ensure the following:

***Additional Guidelines for Supervisor and Administrator Response to Incidents or Allegations of Abuse***

- Determine the immediate needs of the victim.
- Ensure that the incident has been reported to the proper authorities (CPS and/or law enforcement).
- Remove the accused from access to students.
- Review the file of the accused.
- Gather and document information surrounding the incident.
- Communicate with the authorities as to who will perform the internal investigation. When administrators contact the authorities, the authorities may advise the administrator to perform an internal investigation, or authorities may perform their own investigation. The school will decide how the internal investigation should be completed. If authorities request that the school takes no action, document the request and proceed in accordance with it. If authorities do not request that the school take no action, proceed with an internal investigation or call County Counsel to assist with the investigation.
- If abuse and/or violations of school policies are confirmed, follow the District's disciplinary procedures.
- Notify parents if appropriate.

2. Student-to-Student Sexual Abuse and Sexualized Behaviors

Most serious incidents of student-to-student abuse are preceded by more subtle incidents such as name-calling, taunting, or roughhousing. Interrupting these interactions early and establishing and communicating standards of conduct can keep the school environment safe. The District recognizes that the following interactions are high risk and should be prohibited:

***High Risk Student-to-Student Interactions***

- Hazing
- Bullying
- Derogatory name-calling
- Games of Truth or Dare
- Singling out one student for different treatment
- Ridicule or humiliation



a. School Adult Response

In the event that a School Adult sees a student exhibit sexualized behaviors or suspects unlawful student-to-student sexual activity, the School Adult should do the following:

***Guidelines for School Adult Response to Student-to-Student Sexual Activity***

- Interrupt the behavior and separate the students. Do not investigate.
- Report the behavior to a supervisor or administrator.
- Document your report with factual information only. Opinions should not be included on the incident report.

Again, according to California Mandated Reporting Requirements, some instances of student-to-student sexualized activity must be reported to the authorities.

b. Supervisor or Administrator Response

In the event that a supervisor or administrator receives a report of a student's sexualized behavior or unlawful student-to-student sexual activity, the supervisor should do the following:

***Guidelines for Supervisor or Administrator Response to Unlawful Student-to-Student Sexual Activity***

- Determine the appropriate administrator to conduct an internal review of the incident.
- Notify the parents of all students involved.
- Notify the authorities if required by mandated reporting laws.
- Document the incident and the school's response.
- Develop a written corrective action or follow-up plan in response to the incident.

c. Organizational Response

After the internal review of the sexualized behavior or unlawful student-to-student sexual activity, the District will determine what can be done to prevent a reoccurrence, such as:

***Guidelines for Organizational Response***

- Review the need for additional supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.
- Alert others in the organization.

Consequences of Inappropriate Behavior

The occurrence of possible violation of the stated interactions and boundaries disrupts the education of students, sidetracks the instructional focus of the district, and harms district reputation. It is of significant importance all district School Adults learn this policy thoroughly and conduct themselves in ways to avoid even the appearance of misconduct and inappropriate interaction. A School Adult who violates this policy will be subject to appropriate disciplinary action. Therefore, a district School Adult who is in violation becomes at risk for loss of job as well as for criminal and/or civil legal actions.

This policy will be presented to and signed by all district School Adults as part of their initial employment and, on an annual basis, as part of on-going training.

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

**Disaster Plan**

Two Rock Elementary School District will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The Two Rock Elementary School Disaster Procedures incorporate, identify, and provide:

- Strategies of the Incident Command System
- Maps out specific evacuation procedures within the school building disaster plan
- Guidance for emergency response to a variety of potential hazards and incidents, including duck and cover procedures following an earthquake
- Emergency response training and exercise opportunities for students and staff



### **Adaptations for Students with Disabilities**

Students shall follow procedures in accordance to IEP needs and an instructional aide will be assigned to a student with special needs during an emergency.

### **Public Agency Use of School Buildings for Emergency Shelters**

- Sonoma County Sheriff
- American Red Cross

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

The Two Rock Union School District Suspension/Due Process Policy may be found on the Two Rock Union School District Website: <https://www.trusd.org/board-policies> and parent handbook.

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

The Two Rock Union School District Policy to Notify Teachers of Dangerous Pupils may be found on the Two Rock Union School District Website: <https://www.trusd.org/board-policies>.

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

Two Rock Union School District harassment policy is located on the district's website: <https://www.trusd.org/board-policies>. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited. The District updates annually and distributes to all employees and parents the policies prohibiting student-to-student sexual harassment and distributes to all employees policies prohibiting employee-to-employee sexual harassment. The Superintendent/ Principal and all Trustees of the Board of Trustees attend the Sexual Harassment Prevention Workshop, satisfying the legal mandate to receive sexual harassment prevention training for two hours every two years.

Prohibited sexual harassment by adults includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical contact of a sexual nature made against another person of the same or opposite sex in the work or educational setting. Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Staff members are instructed about the definition of sexual harassment and reporting procedures. Students are directed to immediately report incidents of harassment, sexual or otherwise, to an adult (parent, teacher, instructional assistant, or administrator). All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint. Actions may include the following:

1. Conflict resolution and discussions among the parties involved, when appropriate.
2. Student counseling and education, when appropriate.
3. A report to the police or Child Protective Services as appropriate or required by law.
4. Student disciplinary actions that may include the range of consequences in the discipline plan, including suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.
5. Employee disciplinary action as described in policy, State law, and Ed. Code. District policy and State law related to sexual harassment of students or employees requires the following:

1. Posting the District's sexual harassment policy in a prominent location at the school.



2. Notifying the staff, students (as appropriate), and parents of the sexual harassment policy each school year or at the time of enrollment.
3. Including notification of the sexual harassment policy as part of any orientation materials or programs for new students (as appropriate) or employees as they enroll or are hired.
4. Including the sexual harassment policy in school and district publications.
5. Taking appropriate TRUSD Administrative actions to reinforce the district policy by providing staff training and student instruction and/or counseling.
6. Directing that teacher-led discussion be conducted on this policy with students in age-appropriate ways, and assuring students in that discussion that they need not endure any form of sexual harassment. Students and/or parents and employees can use the District's Uniform Complaint Procedure to file a formal complaint of sexual harassment, or they can use the form specific to sexual harassment complaints.

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

Appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

Students and their parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriated disciplinary action.

Guidelines:

1. Students shall come to school clean and well groomed.
2. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. This shall be applied fairly to boys and girls alike.
3. Shoes suitable for rigorous physical activity and outdoor play must be worn at all times, unless a teacher or the Superintendent/Principal makes an exception.
4. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, etc.) shall be free of writing, pictures, or any other insignia that are crude, vulgar, profane, or sexually suggestive, that bear drug, alcohol, or tobacco company advertising, promotions, and likenesses, or that advocate racial, ethnic, or religious prejudice.
5. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited. This shall be applied fairly to boys and girls alike.
6. Students may not wear clothing or accessories that demonstrate or suggest gang involvement, or gang-related symbols. These symbols change over time and we may issue future warnings about specific gang-related items.
7. Students may wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Ed. Code 35183.5)

The Superintendent/Principal and teachers may impose more or less stringent dress requirements to accommodate the special needs of certain sports, classes, or individuals.

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

Safety while entering and leaving Two Rock's rural campus is a high priority. The following precautions are to be followed:

- Safety crossing zones must be used.
- Drivers must pick up and drop off in designated car drop-off zone. Parking in the drop-off zone is prohibited.
- Drivers may also park and walk into campus to pick up students after school.
- Curbs are color-coded and marked to designate safe parking and loading areas.
- Students are not allowed to traverse the parking lot areas without an adult escort.
- Drivers on school grounds must follow all laws regulating cell phone use while driving.
- The driveway and drop-off zones help to facilitate safe loading and unloading of students. The school newsletter regularly communicates the need for drivers to slow down, pay attention, and use safe driving practices while entering and leaving campus.
- All visitors check in at the office and provide identification.



The following procedures are to be followed in order to maintain a safe environment for students and staff at Two Rock Elementary:

1. All visitors are to check into the office, sign in and wear the appropriate identification badge.
2. Before leaving the school site, all visitors are to check into the office, return the identification badge, and sign out.
3. The Cal/OSHA Prevention Program is on the school website with COVID-19 guidelines for a safe school.
4. Students may not leave campus during the instructional day unless picked up by parent/guardian or authorized adult.
5. All students are to play in designated play areas under the supervision of adults.

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

##### Goal

Safe Ingress and Egress of Pupils, Parents, and Staff to and from School

##### Component:

Campus Safety

##### Element:

Site Improvements

##### Opportunity for Improvement:

Campus pathways must be safe and easy to navigate on foot

Objectives	Action Steps	Resources	Lead Person	Evaluation
Campus Maintenance	Regularly scheduled cleaning and pruning of walkways.	Safety funds	Director of Maintenance	In going
Emergency drills	Regular practice of emergency procedure, including campus evacuation.	Safety funds	Superintendent	Staff feedback from drills
Emergency Go Bags	All classrooms and office has an emergency go bag. Go bag for law enforcement is stored in the office.	Safety funds	Superintendent	In place
Portable air purifiers	Air purifiers were purchased to improve air quality in the classroom in accordance to state and CDPH.	CARES funding	Superintendent	in place

##### Goal

Maintain a safe school environment

##### Component:

Continued Toolbox Tools Instruction & Restorative Practices Implementation and PBIS strategies

**Element:**

Element: Social

**Opportunity for Improvement:**

Given the uniquely transient population we serve and increasing awareness of Social Emotional Learning and the importance of teaching social skills, we will continue to employ routines that support students in these domains.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Continue Toolbox Tools Instruction Employ proactive Restorative Practices Adopt PBIS program (2-3 year implementation) Access to counseling services	Engage and train staff in the use of these SEL tools; ongoing staff development; time for staff to practice and develop routines; establishing common agreements. Utilize additional funding for counseling supports.	Professional development	Faculty & Staff, Superintendent/Principal	Observational data and staff feedback
The District employs a .6 FTE Counseling intern for MTSS and socio-emotional support.	The counselor supports students at the site with friends groups, new comer groups for students from military connected families	Site general fund	superintendent	The superintendent and counselor meet regularly to review students on counseling caseloads and create a support plan if needed.

**Goal**

Ensure a safe, healthy, and well-prepared school environment

**Component:**

Health and Safety

**Element:**

Classroom Emergency Supplies and Emergency Folders

**Opportunity for Improvement:**

To ensure that all supplies and folders are up-to-date, continued practice of emergency drills. To conducts regular emergency preparation drills/training for staff.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The site contracts with a .2 nurse	conducts checks for vaccines and other health related requirements such as vision and hearing testing. Assists with student who have diagnosed medical conditions.	general fund	Superintendent	Compliance of vaccine and other medical requirements.



All emergency folders will have updated information regarding safety procedures.	Update folders with current emergency information and materials	District labor	Superintendent/ Principal and Office Staff	Review folders at each semester for folder accuracy
All classrooms will have appropriately supplied emergency bags	Inventory and replace classroom emergency supplies as needed	Funding and District Labor	Superintendent/Principal , Safety Committee, Office Staff	Review classroom supplies each quarter
PA system tests	all spaces on campus have a working PA speaker	Fund 40	Superintendent	Monthly emergency drills.
security cameras inspection	cameras installed	Fund 40	Superintendent	Notifications from Verkdada Camera system when someone is on campus. License plate reader and face recognition for familiar faces.

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

#### Two Rock Elementary School Student Conduct Code

Students at Two Rock School will be held accountable to the school agreements. All students must allow their teachers to teach, allow other students to learn, and maintain behavior that is safe and conducive to learning. Our behavior support policy is part of a continuing program that seeks to instill independence, self-control and self-awareness in the students.

We believe all students and staff have the right to

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind

#### Teaching of Expected Behaviors:

1. At Two Rock Elementary School, we believe in our student's innate capacity to find solutions that lead to their success. Our goal is to support students in understanding and managing their social, emotional, and academic needs. To foster this understanding, we utilize the Toolbox Project, where all students learn 12 "tools" that empower them to utilize their own inner resilience to master situations.
2. All teachers will develop classroom agreements at the start of the school year that outlines what must be upheld for an optimal classroom environment. The principal and support staff will be informed of the classroom agreements. These agreements will be reviewed and referred to throughout the year.
3. Students will be taught the agreements that govern behavior on the playground, in the lunchroom, and throughout the school.
4. The teaching and reinforcement of the 12 tools of the Toolbox Project will be continuous throughout the year. We will also teach conflict management skills and problem solving techniques and utilize classroom meetings.

#### Reinforcement of Expected Behaviors:

Good planning, a good understanding of each child, the use of the 12 "tools" and parent involvement minimize the need for discipline. Teachers and staff use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, teachers and staff make every effort to work with students to identify the causes of the student's behavior. Teachers and staff use a variety of strategies to reinforce appropriate behaviors. Students who consistently display appropriate behavior are recognized in positive ways.

#### Responses to Behavior Mistakes in the Classroom and on the playground:

1. Warning/Verbal inquiry
2. Self Reflection paper, Time Away from Activity
3. Self Reflection paper, Time Away, Reflection paper sent home for parent signature. Parent contact.



4. Self Reflection paper and conference with principal. Parent contact.
5. Referral to Counselor for skills development. Parent contact.

Responses to Repeated Behavior Mistakes may include:

1. Referral to Principal
2. Recess or After school reflection time
3. Individual counseling referral
5. Behavior Intervention Plan
6. Principal/Teacher/Parent Conference
7. Student Support Team meeting

The following offenses are considered serious and will not be tolerated. Parents will be contacted and the child will be asked to leave school for the remainder of the day. If the behavior is extreme or recurring, students may be given in-school suspension or suspension outside of school. In extreme cases, students may be expelled. A parent/teacher conference will be scheduled before the student can return to school:

1. Fighting
2. Harassing, bullying, or threatening another person
3. Offenses that affect the safety or well being of others

California Education Code #48900:

A student can be suspended from school or recommended for expulsion if the student is involved in the following (either during school hours or going to or coming from school):

1. Harassed, threatened or caused physical injury to another person.
2. Possessed, sold, or furnished a firearm, imitation firearm, knife, explosives, or other dangerous object.\*
3. Unlawfully possessed, used, sold, or furnished a controlled substance or drug paraphernalia.
4. Committed or attempted to commit robbery.
5. Caused or attempted to cause damage to school or personal property.
6. Stolen or attempted to steal school or private property.
7. Possessed or used tobacco or any products containing nicotine.
8. Committed an obscene act or engaged in habitual profanity.
9. Disrupted school activities or willfully defied school authority.
10. Knowingly received stolen school or private property.

## Conduct Code Procedures

### (K) Hate Crime Reporting Procedures and Policies

Board policies related to Hate Crime are located on the district's website: <https://www.trusd.org/board-policies>

Hate crimes occur when a perpetrator targets a victim because of his or her membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation. Hate crime can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters. Hate-motivated behavior is not common in our small rural school environment. However, the potential exists that it may occur, so the following procedures are established:

1. Any student who believes that he/she is a victim of hate-motivated behavior shall immediately contact the Superintendent/Principal or designee. If the student believes that the Superintendent/Principal or designee has not remedied the situation, he/she may file a complaint against the appropriate school official in accordance with district complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Principal/Superintendent or designee, and law enforcement, as appropriate. Students who engage in hate-motivated behavior shall be subject to discipline in accordance with District policy.
3. The Superintendent/Principal shall ensure that staff receives appropriate training to recognize hate-motivated behavior and



methods of handling such behavior in appropriate ways.

#### **(J) Procedures to Prepare for Active Shooters**

The District has been trained in Run, Hide, Fight procedures. Drills for active shooter are a part of the emergency drills procedures and the superintendent has been trained by SCOE personnel for safety procedures in the event of an active shooter. The superintendent has participated in the Big Five safety training at Sonoma County Office of Education.

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

The District follows board policy 5131.2

The District conducts the Youth Truth Survey annually to determine if there is pervasive bullying on the campus. Also the District has developed SEL strategies to support students and identify various types of bullying. A safe place with the school counselor is available for students to report any forms of bullying in a confidential manner.

The District believes every child is entitled to a safe school environment free from Discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the Two Rock Union School District.

This policy also reminds school personnel of their obligation to intervene when safe to do so as required by Education Code section 234.1(b)(1).

#### **Opioid Prevention and Life-Saving Response Procedures**

In conjunction with Two Rock Union School District Board Policy and Administrative Regulation 5141.21, Naloxone Hydrochloride (Narcan) is available at our school campus for the purpose of providing emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose. Most staff are trained to recognize the signs of an opioid overdose and volunteer staff are trained on the administration of emergency Naloxone Hydrochloride.

##### **Recognizing the Signs of an Opioid Overdose**

Anyone who uses opioids can experience an overdose at any time. The Substance Abuse and Mental Health Services Administration's Opioid Overdose Toolkit describes the signs of an opioid overdose as:

- Unconsciousness or inability to waken
- Slow or shallow breathing or breathing with difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
- Fingernails or lips turning blue/purple
- Cold/clammy skin

If an opioid overdose is suspected, stimulate the person by:

- Calling out their name loudly
- Vigorously grind knuckles into the sternum (the breastbone in the middle of the chest) or or rub

knuckles on the person's upper lip

##### **Responding to an Opioid Overdose**

- If the person responds, assess whether they can maintain responsiveness and breathing
- Start the chain of survival by calling 911
- Retrieve and administer Naloxone Hydrochloride and monitor breathing
- Provide rescue breathing (CPR) if breathing is slow or has stopped
- If there is no response after 2-3 minutes, administer another dose of Naloxone Hydrochloride



- Once the person is breathing again, place them in recovery position (on their side with their top leg and arm crossed over the body to prevent choking)
- Continue to monitor the individual until EMS arrives

## Response Procedures for Dangerous, Violent, or Unlawful Activities

### Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, a phone call or in person. The School Administrator/Incident Commander should ensure all threats are properly assessed and responded proactively in accordance with Ed. Code and Safe Schools Policy.

#### Procedure

1. The School Administrator/Incident Commander will identify the type of threat, the severity of the threat and reliability of information about it, and attempt to determine the individual(s) making the threat.
  2. The qualified school personnel designated by the School Administrator will conduct the threat assessment to determine the risk level. The Superintendent shall notify US Coast Guard Security or the Sonoma County Sheriff if a risk arises that requires police intervention.
  3. Designated staff will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
    - Category 1 – High violence potential; qualifies for arrest or hospitalization.
    - Category 2 – High violence potential; does not qualify for arrest or hospitalization.
    - Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
    - Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
    - Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
  4. In categorizing the risk, the designated school staff will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
  5. The designated school staff will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
  6. The designated school staff will recommend appropriate action to the School Administrator/Incident Commander.
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7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.
  8. All media inquiries will be referred to the designated Public Information Officer.
  9. The School Superintendent/Incident Commander will debrief staff and school police officers.
  10. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns. Report any students/staff who may need post traumatic support to the Mental Health team.
  11. Teachers and staff should provide feedback to School Administrator/Incident Commander regarding areas for improvement and any other information that is helpful in bringing closure to the emergency response effort.

## Instructional Continuity Plan

In person instruction is defined in Ca Ed Code(EC) Section 435000(b) to mean instruction under the immediate physical supervision and control of a certificated employee of the LEA.

Given the uncertainty of the impact of natural disasters, pandemic or other unplanned disaster the District shall provide within five days, remote instruction if student access is prohibited which is immediately allowable under state and county health orders.

However, LEA s need to be prepared for in-person instruction when allowable. Two Rock will allow instruction once it is safe to offer



in person instruction by the County Health Department, Sonoma County Office of Education, CDE and state of California. Two Rock is a 1:1 learning device district. Teachers will manage content instruct via zoom or other digital or electronic means to all students. In the event a student does not have internet available the District shall provide a supervised safe instructional area on the school campus. Students with IEPs shall have goal and accommodations provided them as outlined in their IEP. Teachers will use zoom to implement and manage distance learning for remote instruction and communicate with students and parents. Most communication, meetings and assignments will be done via zoom. Students will have access to consumable materials and packets through scheduled pick up and drop off at the site's multi-purpose room. Grades, attendance and engagement will be tracked using the district's student information system Schoolwise.

## Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 20, 2025 and adopted by Two Rock Elementary School on June 26, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, Two Rock Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- X Short messaging service (SMS)
- X Phone Calls
- X Email
  - School Portal
- X Social Media
- X Flyers
  - Remind App



### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Students, families and staff will have regular communication from school officials in case of an emergency closure. The LEA will use the school messaging system (emails, texts, phone calls, Remind App and the district's social media). The LEA will engage as follows with students and families within five school days following an emergency closure:

- conduct virtual or phone-based wellness checks
- determine the tech needs of each student
- distribute packets to students with limited internet access
- host virtual class mtgs or individual check-ins via Zoom platforms
- monitor accountability, attendance and engagement
- conduct follow-up with families of absent students

### *Support for Unique Needs*

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

-Special Education: Sp Ed students will receive the services described in their IEP's in the instructional model being used (Distance Learning, Hybrid). SPED teachers will work with reg. ed. teachers to create schedules which allow students to access live sessions and their IEP services.

-Counseling: Two Rock will continue to implement its SEL program. Normally, counseling is provided in person; in the event of a closure it would be offered virtually. Typically teachers review concerns about students at faculty meetings and determine whether to recommend counseling. In the event of closure this function would be conducted virtually. Families would receive counseling related information in this manner as well.

## **Access to Instruction**

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Two Rock Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:



- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

### *Remote Instruction*

Plans for remote instruction.

As required, Two Rock Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

The LEA will provide access to in-person or remote instruction within 10 instructional days following an emergency. The access will depend on circumstances and align with Ind. St. Ed. Code and Two Rock's mission statement. On-line platforms can be challenging so Two Rock will utilize only one platform for virtual learning to the greatest extent possible. The LEA may provide both "synchronous" (live teaching via Zoom) and "asynchronous" (virtual lessons and independent work) learning based on teacher created/curated instruction. Art and some form of movement/PE will be incorporated and there will be opportunities for students to connect with each other--through projects and virtual learning time.

Two Rock will continue to use instructional management systems such as Google Classroom. The overall schedule has been developed to provide stability and optimal teacher-student interaction, given the circumstances, and flexibility is a feature of the plan. Each teacher will craft a daily teaching schedule, shared with students and families, posted via text, emails and/or on the website. The schedules will address state mandates re: synchronous and asynchronous instruction, peer interaction SEL support and Designated ELD. Students and families requiring other accommodations will be encouraged and prompted to ask their teachers about other options. Teachers will plan their schedules and assignments to meet the required instructional mins for each grade level. Teachers will regularly communicate with their students' families. They will also prioritize essential learning and make standards-aligned objectives achievable to the greatest extent possible. If possible, teachers will offer alternative academic supports, tutoring, check-ins, and virtual office hours.

### *Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Two Rock uses Google Classroom for learning access and assignments submission.



### *Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

Two Rock Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

### **Instructional Continuity**

#### *Communication Protocols*

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Students, families and staff will have regular communications from school officials in case of an emergency closure. The LEA will use the school messaging system (texts, emails, phone calls social media, and Remind).

Engagement will occur within five days following an emergency school closure to assess and initiate the following:

- virtual or phone wellness checks
- tech needs of the students
- study packets distribution for those with limited internet
- host virtual class meetings
- monitor accountability, attendance and engagement
- absenteeism follow-up

#### *Technological Readiness*

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Students will need appropriate devices and internet access. The LEA will provide laptops to each student. Extra devices are on-hand if some are lost or damaged during an emergency. Wifi hot spots may be provided, if possible, to families in need of a stronger internet connection.

#### *Instruction and Assessment*

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

##### **-Instruction**

The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency closure. The plan will consider the emergency circumstances, internet access and align with the CA Ed. Code re: Ind. Study. The school's learning platforms align with its mission statement and they are designed so students can log-in to one platform and have access to all the information they will require to participate in the learning. See "Access to Instructional Materials" above for



additional information re: how synchronous and asynchronous instruction and assessments will occur.

#### **-Assessment**

Teachers will use screening tools to monitor progress, check for understanding using multiple strategies for formative assessment, and define applicable, achievable goals that take into consideration each student's unique circumstances.

## **Access (Equity, Accessibility, and Inclusion)**

### ***Equity, Accessibility, and Inclusion***

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

We have English Learners, as well as Special Education students. The services they receive are customized to their particular needs and those services will need to be provided after an emergency. Regular Ed. teachers as well as Sp. Ed. teachers and English Language acquisition providers will work together to strategize how best to provide these students' identified services. The CA EL Roadmap will be utilized in planning the delivery of EL services. EL students will continue to receive dedicated Designated ELD time built into their learning sessions. English Learners will be part of small group instruction and have access to additional teacher or para-educator support. At this time Two Rock does not have homeless or foster youth. If this changes, the LEA will communicate with the student and appropriate staff to facilitate the removal of barriers and provide access to distance learning. All students will be addressed by this plan to ensure they continue receiving instruction in the event of an emergency school closure.

### ***Individualized Education Plans (IEP)***

How will IEPs continue to be provided and maintained.

SP Ed students will continue receiving the services listed in their IEP's while they are engaged in whatever instructional model is employed (Distance Learning, Hybrid, etc.). Sp Ed providers will work with the Regular Ed. staff to create schedules which allow students to access live teaching sessions, as well as IEP services to the greatest extent possible.

### ***English Learners (EL)***

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

The LEA will strive to provide instructional continuity for EL students through a coherent set of practices and pathways to support language development skills, literacy and the knowledge needed to meet their needs based on the CA EL Roadmap. The LEA will be aware of and responsive to the different EL students' strengths, needs and identities. English Learners will continue to have dedicated Designated ELD time built into their learning sessions. Language skills development objectives will be integrated into the on-line learning. English Language acquisition will be promoted by small group instruction and extra teacher and para-educator support. The LEA will provide the tech support (devices, internet access) and reach out to families to try and eliminate barriers to participation in the instructional programs.

## **Professional Learning**



Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Teachers and other staff participate in professional development at the site and county levels. This includes knowledge of trauma, first aid and first response trainings. The primary component for promoting student engagement is appropriate in-person, as well as virtual learning experiences for students, accomplished by robust teaching, the sharing of best practices, and the inclusion of social/emotional learning. Staff will continue participating in trainings which address these issues. Teachers will learn to incorporate pedagogies which support hybrid learning environments as well as virtual classroom management. Staff has been encouraged to attend workshops focused on distance learning. And faculty meetings have included academic and SEL professional development.

### Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

#### School Safety & Prevention Plan

- system to connect with students and families to promote attendance
- implement trauma response strategies to support school community
- culturally appropriate and responsive techniques
- universal screening to identify social-emotional and physical needs
- staff development to increase trauma response knowledge and skills
- institutionalize info re: health/wellness resources on school/other appropriate websites
- add mental health/wellness resources to school website

#### Community and Family Wellness

- collaborate with local governments, private agencies, and the Coast Guard base for workshops and resources for adult and student mental health and trauma response, including languages other than English

#### Staff Wellness

- acknowledge and promote the importance of staff resilience and peer-support during an emergency
- communication with staff promoting mindfulness, self-care, social support, staff cohesion and coping
- administration providing an open door policy

Plans to provide access back-up, water and medicines in the event of an emergency.

- monitor/restock medical supplies

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

#### Special Ed

- students with IEP's will receive their scheduled services
- SPED providers will work with the regular program staff to ensure students access live teaching sessions to include their IEP identified services

#### Counseling

- in the event of an emergency closure, staff will discuss the social-emotional well being of each student and strategize what support to provide
- SEL staff will provide the scheduled Social Emotional Learning, utilizing the above strategies
- Two Rock School has shared a variety of resources associated with trauma, anxiety and stress with families
- wellness checks will be utilized for students who have not responded to school outreach



#### After School Programs

- the Champions daycare program will continue to provide services if able to do so
- if not able to do so at the school, the Superintendent and program manager will work to find alternative locations

#### English Learners

- English Learners will have Designated ELD time built into their study sessions.

#### Food and Nutrition Services

- Grab and Go meals will be provided for each student whose family members are able to collect them
- If necessary, district staff will deliver as needed

### Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The LEA will review the ICP following the first emergency school closure. All faculty, support staff, students and parents and the Coast Guard liaison will be consulted re: its effectiveness.

It was developed utilizing advice and suggestions from the various stakeholder groups. The first post-emergency closure survey will include emails, texts, calls and discussions at the different stakeholder group meetings.

This ICP was approved by the Board of Education at their June 26, 2025 meeting.

### Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

The goal of this plan is first to provide alternative learning as described in the plan, and second, to return to in-person learning as soon as possible.

Following an emergency closure, Two Rock will consider the following conditions before resuming in-person instruction:

- evacuation orders lifted
- power and utilities functioning
- healthy air quality
- access to safe drinking water
- operating restrooms
- campus free of debris and hazards
- sufficient staffing
- food service operating
- an appropriate reopening date that is adequately communicated to the school community

### Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Two Rock Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Two Rock Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The ICP will be reviewed and updated annually before March 1, and as soon as practicable following an emergency school closure

## 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.

### Required Notification Recipients

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

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

### Notification Timing

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

### 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.

### Privacy Constraint

The notification shall not include any personally identifiable information.

### 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.

### 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).

### 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.

[REDACTED]

**Public Availability**

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

[REDACTED]

**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

[REDACTED]



## Procedures Regarding Pupil Smartphone Use During Emergencies

### 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.

### 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).

### Safe Haven School Procedures [EC 234.7, SB 49, SB 98]

Two Rock Union School District 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 (pg 1-14).

## Safety Plan Review, Evaluation and Amendment Procedures

Two Rock Union School District Comprehensive School Safety Plan will be reviewed, evaluated, and amended as needed each school year by the Superintendent/Principal, and Safety Committee with final approval by the Board of Trustees. If there any significant changes, the revised plan will be placed on the agenda of a regular meeting of the Board of Trustees by January 9, 2026 for the public hearing to allow public input before it is readopted.



## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

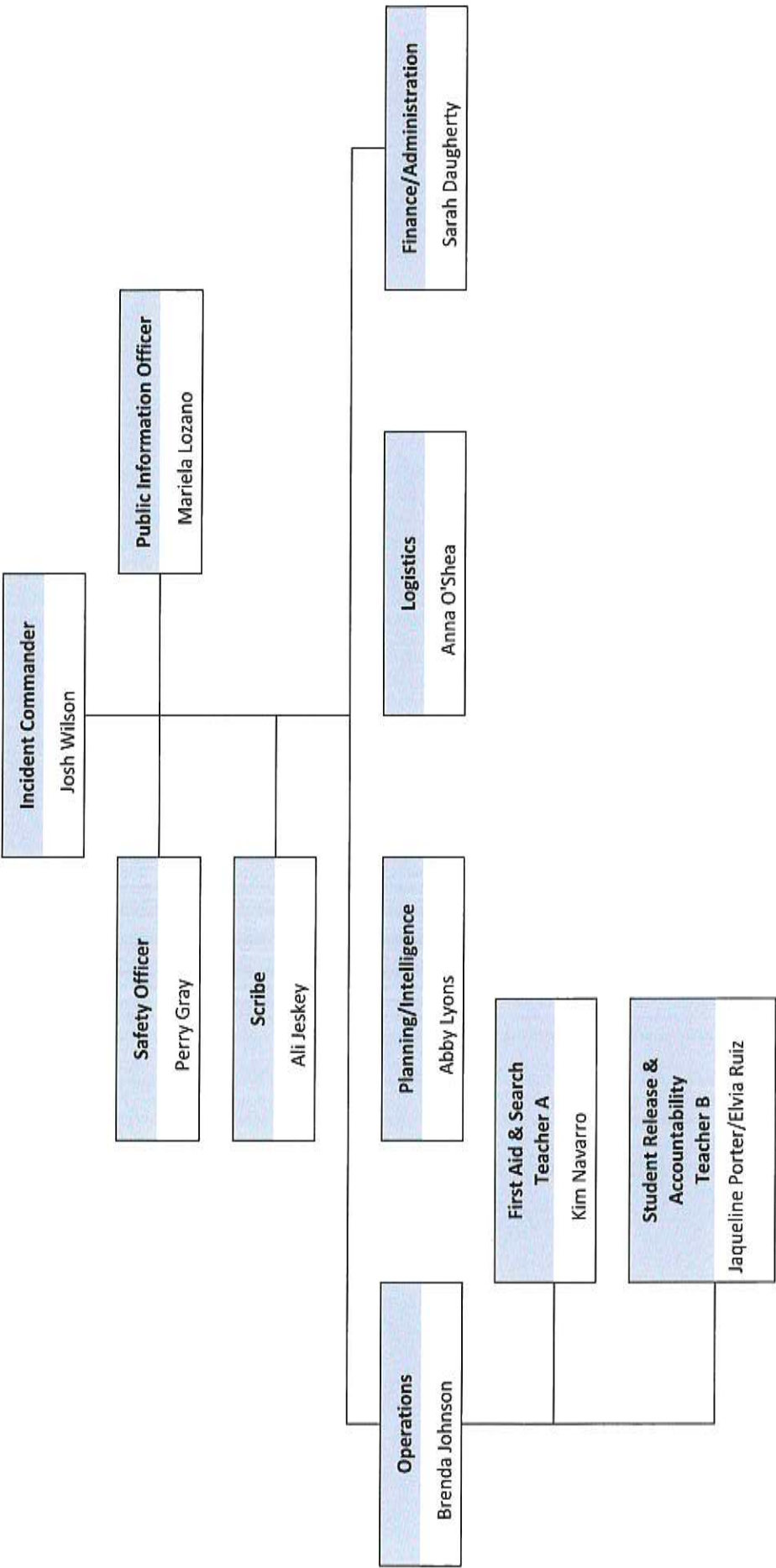
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Sheriff	(707) 565-2121	non-emergency
Law Enforcement/Fire/Paramedic	Fire	(707) 823-1084	Fire, non-emergency
Public Utilities	PG&E	1-800-743-5000	Electric and Gas, non-emergency
Local Hospitals	Petaluma Valley Hospital	(707) 778-1111	Main number
Local Hospitals	Sutter Santa Rosa Hospital	(707) 576-4000	Main number
American National Red Cross	Sonoma County Chapter	(707) 577-7600	
Other	Sonoma County Animal Regulation	(707) 565-7100	
Other	Caltrans	1-800-427-7632	
Law Enforcement/Fire/Paramedic	Highway Patrol Info Line	(707) 588-1400	
Other	Sonoma County Health Services	(707) 565-4400	565-4567 for Communicable Diseases

### 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)
Office Staff Review of Emergency Folders	8/14/2025	At the District Office
Maintenance Review of Facility	November 2025	At the District Office
Facilities Inspection Tool Review	November, 2025	
Site Council Meeting	January 15, 2026	
Safety Committee Meeting	January 7, 2026	



Two Rock Elementary School Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

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

### **Management**

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

### **Planning & Intelligence**

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

### **Operations**

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

### **Logistics**

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

### **Finance & Administration**

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred:

1. Aircraft Crash
2. Animal Disturbance
3. Armed Assault on Campus
4. Biological or Chemical Release
5. Bomb Threat
6. Bus Disaster
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire in Surrounding Area
11. Fire On School Grounds
12. Flooding
13. Loss or Failure of Utilities
14. Motor Vehicle Crash
15. Psychological Trauma
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Unlawful Demonstration/Walkout

### Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below:

- Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".
- Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck & Cover: Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- Shelter in Place: Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- Lock Down: Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- Evacuate Building: Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- Evacuate Campus: Students and staff are escorted to an off-site assembly area if it has



been determined that it is too dangerous to remain on campus.

- Clear: Notification is given that normal school operations should resume.

#### **Step Four: Communicate the Appropriate Response Action**

Once the type of immediate response action is determined, the incident commander must inform the site's staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- Duck & Cover: Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- Shelter in Place: Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- Lock Down: Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- Evacuate Building: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- Evacuate Campus: Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- All Clear: Use the site's school-wide communication system to notify staff and students that normal school operations should resume.



## Types of Emergencies & Specific Procedures

### Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to the section on Biological or Chemical Release. If a crash results in a utility interruption, refer to the Section, Loss or Failure of Utilities.

#### Procedure

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION .
2. If the Superintendent/Principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
4. The Superintendent/Principal or designee will call "911" and will provide the exact location (e.g., building or area) and nature of emergency.
5. Appropriate first aid will be provided, if needed.
6. Any affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee issues authorization to do so.
7. Two Rock will begin the process of counselling and recovery as appropriate.
8. If it is unsafe to remain on campus, the Superintendent/Principal or designee will initiate an OFFSITE EVACUATION, if warranted by changes in conditions.
9. Superintendent/Principal or designee will notify the Board of Trustees President.

### Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff. Animal Care and Control Services will be engaged.

#### Procedure

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include LOCK DOWN/SHELTER IN PLACE or EVACUATION OF THE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the Superintendent/Principal or designee will call "911 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the Superintendent/Principal or designee and/or the parent will be notified.
5. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school. If so, Superintendent/Principal or designee will contact the Board of Trustees President.

### Armed Assault on Campus

An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

#### Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the Superintendent/Principal or designee.
2. The Superintendent/Principal or designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATION OF THE BUILDING or OFF-SITE EVACUATION viva PA system.



3. The Superintendent/Principal or designee will call or text "911" and provide the exact location and nature of the incident. The Superintendent/Principal or designee should designate a person to remain online with Police if safe to do so.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the Superintendent/Principal or designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The Superintendent/Principal or designee will work with local authorities to ensure injured students and staff receives medical attention.
8. The Superintendent/Principal or designee will control all points of entry to the school.
9. The Superintendent/Principal or designee will prepare a verified list of casualties, and the locations to which they were transported. The Superintendent/Principal or designee will ensure the notification of parents and family members.
10. The School Administrator will debrief staff and contact the Board of Trustees President.

### **Biological or Chemical Release**

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biological or chemical substances:

- Scenario 1 - Substance released inside a room or a building;
- Scenario 2 - Substance released outdoors and localized; and
- Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

#### **Procedure**

##### **SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING**

1. The Superintendent/Principal or designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Superintendent/Principal or designee will call "911", and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Superintendent/Principal or designee will notify the Board of Trustees President.
4. The Superintendent/Principal or designee will instruct maintenance personnel to isolate and restrict access to potentially contaminated areas until emergency services arrive.
5. The Superintendent/Principal or designee will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
7. The Superintendent/Principal or designee will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance.
8. Two Rock will begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee gives authorization to do so.



#### SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

1. The Superintendent/Principal or designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Superintendent/Principal or designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Superintendent/Principal or designee will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Superintendent/Principal or designee will call "911", and will provide the exact location and nature of emergency.
4. The Superintendent/Principal or designee will notify the Board of Trustees President.
5. The Superintendent/Principal or designee will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases).
7. The Superintendent/Principal or designee will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance.
8. Two Rock will begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee gives authorization to do so.

#### SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

1. If the Superintendent/Principal or designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the Superintendent/Principal or designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Superintendent/Principal or designee will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings. Teachers should communicate their locations to the Superintendent/Principal or designee, using the PA system or other means without leaving the building.
4. The Superintendent/Principal or designee will call "911", and will provide the exact location and nature of emergency.
5. The Superintendent/Principal or designee will notify the Board of Trustees President.
6. The Superintendent/Principal or designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or the Superintendent/Principal or designee otherwise notify staff.

#### Bomb Threat/ Threat Of violence

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

##### Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator, "This is A CALL FROM PETALUMA, CALIFORNIA from TWO ROCK UNION SCHOOL DISTRICT AT 5001 SPRING HILL ROAD. We are receiving a bomb threat on another line. The number of that line is 707 762-6617."
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the Superintendent/Principal or designee:  
When is the bomb going to explode?  
Where is it?  
What will cause it to explode?  
What kind of bomb is it?  
Who are you?



Why are you doing this?

What can we do for you to avoid the bomb from exploding?

How can you be contacted?

3. Upon arrival, the appropriate county agency will search for suspicious packages, boxes or foreign objects. All cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.

4. No attempt should be made to investigate or examine the object.

5. After the search, the Superintendent/Principal or designee will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

6. When a suspicious object or bomb is found, the Superintendent/Principal or designee shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

7. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.

8. The Superintendent/Principal or designee will notify "911", and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.

9. The Superintendent/Principal or designee will notify the Board of Trustees President.

10. Two Rock will begin the process of counselling and recovery.

11. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The Superintendent/Principal or designee will give the ALL CLEAR signal.

12. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Bus Disaster**

The District does not offer transportation to and from school. The Petaluma City Schools District provides bus transportation on specific occasions. Two Rock will follow the Bus emergency procedures as outlined by PCS.

### **Cardiac Arrest**

In the event of a suspected cardiac arrest, staff will immediately call 911 and alert the school office. Trained personnel will begin CPR and use the on-site Automated External Defibrillator (AED) as soon as possible. All students and staff are moved to a safe area, and emergency responders are guided to the location. Staff trained in first aid remain with the individual until professional medical help arrives. All incidents are documented according to district and state guidelines.

### **Disorderly Conduct**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section, Armed Assault on Campus.

#### **Procedure**

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

2. Staff will immediately notify the Superintendent/Principal or designee.

3. The Superintendent/Principal or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.

4. The Superintendent/Principal or designee will call (911), and provide the exact location and nature of the incident.

5. If an immediate threat is not clearly evident, the Superintendent/Principal or designee may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.

6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

7. The Superintendent/Principal or designee will notify the Board of Trustees President.



## Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

### Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act.

Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the Superintendent/Principal or designee will initiate the EVACUATE BUILDING action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
5. The Superintendent/Principal or designee post guards a safe distance away from building entrances to prevent access.
6. The Superintendent/Principal or designee will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The Superintendent/Principal or designee will check for injuries and provide appropriate first aid.
8. The Superintendent/Principal or designee will notify the appropriate agencies of damages.
9. If the area appears safe, the appropriate agency will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The Superintendent/Principal or designee will contact the Board of Trustees President to determine additional actions that may be necessary.
11. The Superintendent/Principal or designee will contact the appropriate agency if necessary to ensure buildings are safe for re-occupancy. When safe to do so, the appropriate agency will conduct an inspection of school buildings.
12. Any affected areas will not be reopened until appropriate agency provides clearance and the Superintendent/Principal or designee gives authorization to do so.
13. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non-school hours:

1. The Superintendent/Principal or designee will assess damages to determine any necessary corrective actions.
2. The Superintendent/Principal or designee will confer with the Board of Trustees President on identified damages to determine if the school should be closed.
3. If the school must be closed, the Superintendent/Principal or designee will activate Parent Alert System and School Personnel Alert System.

## Explosion or Risk Of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

### Procedure

#### SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The Superintendent/Principal or designee will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may



include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.

4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
6. The Superintendent/Principal or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The Superintendent/Principal or designee will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Superintendent/Principal or designee will assess for any damages to water lines, sewers, power lines and other utilities.
10. The Superintendent/Principal or designee will notify Board of Trustees President.
11. The Superintendent/Principal or designee will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the appropriate agency will conduct search and rescue activities.
13. The Superintendent/Principal or designee will contact the appropriate agency to ensure buildings are safe for re-occupancy. When safe to do so, the appropriate agency will conduct an inspection of school buildings.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the Superintendent/Principal or designee gives authorization to do so.
15. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

#### SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Superintendent/Principal or designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
4. The Superintendent/Principal or designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The Superintendent/Principal or designee will assess for any damages to water lines, sewers, power lines and other utilities.
7. The Superintendent/Principal or designee will notify Board of Trustees President.
8. All affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee issues authorization to do so.
9. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

#### SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The Superintendent/Principal or designee will initiate the SHELTER-IN-PLACE response action.
2. The Superintendent/Principal or designee will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
3. The Superintendent/Principal or designee will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Superintendent/Principal or designee issues further instructions.

#### SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The Superintendent/Principal or designee will initiate the SHELTER-IN-PLACE response action.



2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
3. The Superintendent/Principal or designee will notify "911" and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
5. The Superintendent/Principal or designee will turn off the school's main gas supply, local fans in the area; close doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The Superintendent/Principal or designee will monitor radio or television announcements and initiate further actions as appropriate.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance and the Superintendent/Principal or designee issues further instructions.

## **Extreme Weather**

### **Fire in Surrounding Area**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

#### **Procedure**

1. The Superintendent/Principal or designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The Superintendent/Principal or designee will notify "911" and will provide the location and nature of emergency.
3. The Superintendent/Principal or designee will prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Superintendent/Principal or designee will contact the appropriate agency and will work with that agency to determine if the fire threatens school grounds, smoke, or other hazardous conditions.
5. If the Superintendent/Principal or designee issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. As appropriate, the Superintendent/Principal or designee will activate Parent Alert System.
8. The Superintendent/Principal or designee will notify Board of Trustees President.
9. If needed, the Superintendent/Principal or designee will notify Petaluma Bus Dispatch to request buses for staff and student evacuation.
10. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Fire on School Grounds**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

#### **Procedure**

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the Superintendent/Principal or designee.
2. The School Administrator will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.



3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Superintendent/Principal or designee will call "911" and will provide the exact location (e.g., building, room, area) of the fire.
5. The Two Rock staff will suppress only small fires and initiate rescue procedures until the local fire department arrives.
6. The Superintendent/Principal or designee will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles until the fire department arrives.
7. The Superintendent/Principal or designee will direct the fire department to the fire and brief fire department official on the situation.
8. The Superintendent/Principal or designee will notify appropriate personnel and agencies of damage to utilities.
9. The Superintendent/Principal or designee will notify the Board of Trustees President.
10. If needed, the Superintendent/Principal or designee will notify Petaluma City Schools to request buses for staff and student evacuation.
11. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the Superintendent/Principal or designee and the Board of Trustees will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

### **Flooding**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

#### **Procedure**

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION, as described in Section 4.0.
2. The Superintendent/Principal or designee will notify "911" if appropriate and will describe the nature and extent of the flooding.
3. If the Superintendent/Principal or designee issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
5. The Superintendent/Principal or designee will notify the Board of Trustees of the emergency situation.
6. As appropriate, the Superintendent/Principal or designee will activate Parent Alert System.
7. The Superintendent/Principal will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Loss or Failure Of Utilities**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

#### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the Superintendent/Principal or designee immediately.
2. Upon notice of loss of utilities, the Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The Superintendent/Principal or designee will notify the appropriate agency and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Superintendent/Principal or designee.
4. The Superintendent/Principal or designee will notify the Board of Trustees President.



5. As needed, school emergency supplies will be utilised to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to section on Explosion/Risk of Explosion.

### **Motor Vehicle Crash**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the section, Biological or Chemical Release. If a crash results in a utility interruption, refer to the section 53, Loss or Failure of Utilities.

#### **Procedure**

1. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the Superintendent/Principal or designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Superintendent/Principal or designee of missing students.
4. The Superintendent/Principal or designee will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
5. The Superintendent/Principal or designee will notify the Board of Trustees President of the situation.
6. The Superintendent/Principal or designee will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to that section for additional information. If the crash results in a utility interruption, refer to that section for additional information.
7. School personnel will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Superintendent/Principal or designee issues authorization to do so.
9. The Superintendent/Principal or designee will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

### **Pandemic**

The District shall follow guidelines set by CDPH, the state of California and the County of Sonoma. The District shall have posted on district website relevant information for the safety of students and staff.

### **Psychological Trauma**

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies like those described above usually produce one or more of the following conditions:

1. Temporary disruption of regular school functions and routines.
2. Significant interference with the ability of students and staff to focus on learning.
3. Physical and/or psychological injury to students and staff.
4. Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

#### **Procedure**

1. The Superintendent/Principal or designee will contact the school psychologist, who has primary responsibility for providing necessary assistance after all types of crises.
2. The Superintendent/Principal or designee along with the school psychologist and county resource officials will assess the range of crisis intervention services needed during and following an emergency.



3. The Superintendent/Principal or designee will provide direct intervention services.
4. If there is a need for additional assistance, the Superintendent/Principal or designee will notify the Board of Trustees President.
5. The Superintendent/Principal or designee will restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Superintendent/Principal or designee and staff members will limit exposure to scenes of trauma, injury and death.
7. The Superintendent/Principal or designee, school psychologist and country resource officials will provide ongoing assessment of needs and follow-up services as required.

### **Suspected Contamination of Food or Water**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

#### **Procedure**

1. The Superintendent/Principal or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Superintendent/Principal or designee will notify "911", County Department of Health Services Local District Office, and the Office of Environmental Health and Safety if any contaminated food or water has been ingested.
3. The Superintendent/Principal or designee will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The Superintendent/Principal or designee will assess the need for medical attention and provide first aid as appropriate.
5. The Superintendent/Principal or designee will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. Superintendent/Principal or designee will call the appropriate agency, which will conduct an onsite review to determine necessary follow-up actions.
7. The Superintendent/Principal or designee will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify the appropriate agency. The Superintendent/Principal or designee will notify Board of Trustees President and parents of the incident, as appropriate.

### **Tactical Responses to Criminal Incidents**

The District shall initiate lockdown procedures and secure student and staff in a safe and secure area and contact 911 if needed.

### **Unlawful Demonstration or Walkout**

#### **Tactical Responses to Criminal Incidents**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The Superintendent/Principal or designee should ensure all threats are properly assessed in accordance with current school district policy.

#### **Types of Threats**

A threat is an expression of intent to do harm or act out violently against someone or something. It may be spoken, written, or symbolic. Threats can be expressed directly or indirectly to the victim or to others, and threats may be explicit or implied. Threats sometimes, but rarely, actually involve guns or explosive devices. Many students who make a threat will never carry it out. Conversely, others who pose a real danger may not make an explicit threat. Threats may be communicated to the intended victim or



related to a third party. A threat to harm others can be transient (i.e., expression of anger or frustration that can be quickly or easily resolved) or substantive (i.e., serious intent to harm others that involves a detailed plan and means):

**Examples of Transient Threats:**

1. Non-genuine expression
2. Non-enduring intent to harm
3. Temporary feelings of anger
4. Tactic in argument
5. Intended as joke or figure of speech
6. Resolved on scene or in office (time-limited)
7. Ends with apology, retraction, or clarification

**Examples of Substantive Threats:**

1. Specific and plausible details such as a specific victim, time, place, and method
2. Repeated over time or conveyed to differing individuals
3. Involves planning, substantial thought, or preparatory steps
4. Recruitment or involvement of accomplices
5. Invitation for an audience to observe threat being carried out
6. Physical evidence of intent to carry out threat (e.g., lists, drawings, written plan)
7. Substantive threats can be serious assault (e.g., beat up or hurt) or very serious (e.g., kill, rape, inflict severe injury, or involves the use of weapons).

Please refer to the attached Threat Assessment for Procedure Flowchart.

**Unlawful Demonstration or Walkout**

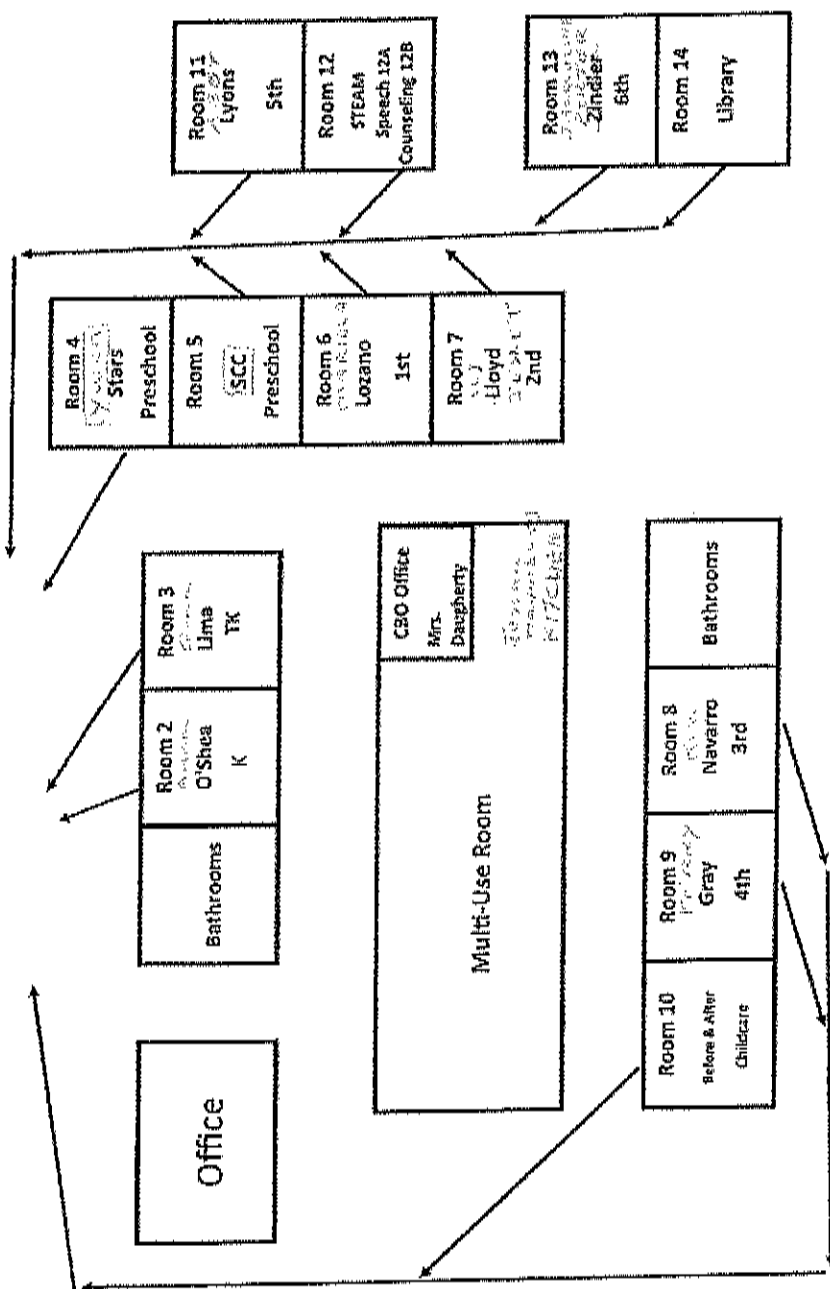
An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

**Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Superintendent/Principal or designee.
2. The Superintendent/Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The Superintendent/Principal or designee will notify 911 to request assistance and will provide the exact location and nature of emergency.
4. The Superintendent/Principal or designees will immediately proceed areas of entrance/exit to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed.
5. If students leave the campus, the Request Gate Team, Superintendent/Principal or designees will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Superintendent/Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and blinds in rooms so equipped.
7. The Superintendent/Principal or designee should keep accurate record of events, conversations and actions.
8. The Superintendent/Principal or designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify Board of Trustees President and parents of the incident, as appropriate.



# Emergency Evacuation Map



Two Rock Union School Site Map