

Comprehensive School Safety Plan

2023-2024 School Year

School: Southside Elementary School District
CDS Code: 35-67553
District: Southside Elementary School District
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Hollister, CA 95023
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Comprehensive School Safety Plan Purpose

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

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

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

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

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

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

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

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

<https://www.ssesd.org/>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Comprehensive School Safety Plan shall be used to provide details regarding Southside Elementary school's strategies, programs and procedures to support a safe school environment. The California Education Code sections 32280-32289 outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that school. The requirements included in this plan are as follows.

- An assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies

- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections 32280-32289. This plan contains additional, relevant information.

This plan was created in conjunction with the school safety committee, first responders, and members of the community. Secondly, all staff were trained on all elements of this plan. Per Government Code Section 6254(a)(a), planning participants, staff members and other personnel associated with contents of this plan or have access to the plan, understands that this document and all contents of the plan are not for public disclosure and should be kept in full confidentiality.

Components of the Comprehensive School Safety Plan (EC 32281)

Southside Elementary School District Safety Committee

Assessment of School Safety

School safety is a key element to ensuring that the Southside Elementary School District strategic priority of a “Safe unified community for all” can be achieved.

As part of your site safety planning and reporting, the Committee must review your site’s information about crime in the school’s neighborhood, crimes committed on campus or at off- campus, school-sponsored events, and other elements of physical and socio-emotional safety that might impact the site.

A. CURRENT STATUS OF SCHOOL CRIME

The school is required to assess the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHKS Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

The site’s conclusions about the crimes committed at school or school functions and their impact on the safety of the school site should reflect input from staff, students, parents and community members, as appropriate.

Conclusions:

The school safety team reviewed the data, and through our research we believe Southside School is a safe school for students and staff. When there are minor criminal actions on or off campus, we follow up immediately to resolve the issue. We also believe that creating the culture & climate team will help with the overall safety of the school.

B. Summary and Next Steps

The Site Safety Committee should review the site’s programs and the resources allocated to improve the experiences of students and staff in terms of safety on campus and at off-campus, school-sponsored events.

These were some key messages from stakeholders and ideas for changes to the safety plan: Some key messages overall, Southside is a safe campus and community. we have minimal to no crime within the half mile radius of Southside, we do believe that is something to be aware of. Through analyzing the climate survey, we were able to focus on areas of need, for example, restroom and playground safety and student behavior. Through the culture & climate team, we are focusing on strategies to improve the overall climate of the school.

The impact that we had from our internal discussion helped us understand how individuals felt in regards to safety at Southside School.

Additionally, per California Education Code Section 32282(a)(2)(B)(ii), the school will provide for a public agency, including the American Red Cross, to use Southside School buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare.

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

The Comprehensive School Safety Plan shall be used to provide details regarding the school’s strategies, programs and procedures to support a safe school environment. The California Education Code sections 32280-32289 outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that school. The requirements included in this plan are as follows.

- An assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures

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

The information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections 32280-32289. This plan contains additional, relevant information.

This plan was created in conjunction with this site's safety committee, first responders, and members of the community. Secondly, all staff were trained on all elements of this plan.

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

A. CHILD ABUSE REPORTING PROCEDURES

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty six (36) hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

Definitions

1. "Child Abuse" includes the following:

- a. A physical injury inflicted by other than accidental means on a child by another person
- b. Sexual abuse of a child
- c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody
- d. Unlawful corporal punishment or injury resulting in a traumatic condition
- e. Neglect of a child or abuse in out-of-home care

2. "Mandated Reporters" are those people defined by law as "childcare custodians," "health practitioners," "child visitation monitors" and "employees of a child protective agency." Mandated reporters include virtually all school employees.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

Reporting Procedures

To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

San Benito County Social Services 1111 San Felipe Rd, Hollister, CA 95023 (831) 636-4190

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

- a. The name of the person making the report
- b. The name of the child
- c. The present location of the child
- d. The nature and extent of any injury

e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local child protective agency a written report which includes a completed Department of Justice form (DOJ SS 8572).

Mandated reporters may obtain copies of the above form either from the district administration or the local child protective agency. Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible for ensuring that the written report is correctly filed.

Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall inform the Superintendent or designee.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

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

Disaster Plan (See Appendix C-F)

This Site Emergency Plan has been designed for use during the planning, response, and recovery phases of an emergency or disaster that affects the school's operations and facilities. It has been prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, and SEMS/NIMS, which incorporates the use of the Incident Command System (ICS), existing mutual aid systems, the San Benito County Office of Education, and multi-agency coordination.

The Site Manager, with assistance from the parent/teacher organization, will see to it that the information required by the plan is supplied and that this information is reviewed and updated annually or as conditions change which affect this plan.

The Site Manager or designee has the ultimate responsibility for all local decisions in an emergency/disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams, the Site Manager will assess student safety and health, building damage, casualties and facility status, and report it to the San Benito County Office of Education.

Annual Review

Site Emergency Plans shall be reviewed annually and no later than October 30th. The site manager, in coordination with the Site Safety Committee or its designees shall ensure that the site disaster procedures are annually reviewed with the purpose of:

- Updating staff assignments
- Verifying status and location of supplies and equipment
- Reviewing and Modifying site procedures
- Planning for staff in-service activities and training
- Reviewing emergency signals for evacuation, fire alarm, run-hide-defend alerts, etc.

This annual review will be completed by September 30th of each year and an updated site plan will be submitted to the San Benito County office of Education.

Staff Awareness

By November 30th each year each site shall train site staffs on preparedness planning and training, including team assignments, evacuation procedures and basic District policies during emergencies. The Comprehensive Site Safety Plan is to be made available electronically or to be given to each staff member by this date.

Community Awareness School Emergency Recall Plan

This disaster procedures in this plan deal primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake or other emergency could occur after school hours (during after school activities or at night /weekend/holiday. If an earthquake were strong enough to cause structural damage to private homes the Red Cross may request to use public school buildings for mass care centers.

All public employees, however, could be pressed into service by City or County Offices of Emergency Services as disaster service workers. In that case, the Superintendent would be directed to secure district employees to open and work at the designated mass care center.

Additionally, each Site Manager shall prepare and keep current a telephone list of emergency numbers for all site personnel. This list can be found in the main office on the secretary desk.

DISTRICT RESPONSIBILITY FOR STUDENTS

If the Superintendent declares a District emergency during the school day, The District has a statement of policy governing its actions.

Southside Elementary's policy is as follows:

In case of a declared emergency by the Superintendent during school hours, all students will be required to remain at school, safe site under the supervision of district personnel until regular dismissal time and then released only if it is considered safe, OR until released to an adult authorized by the parent or legal guardian whose name appears on District records. If students are on their way to school they will be brought to school, or they should proceed to school. If students are on their way home from school, they are to continue home.”

To provide this supervision and care, Southside School personnel will be utilized under Title I, Division 4, Chapter 8 Government Code and other legal statutes included in the County Emergency Service Guide. The statutes state that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to the City of Hollister and to San Benito County to declare an emergency and impress public employees into service as disaster service workers.

Public Agency Use of School Buildings for Emergency Shelters

The Superintendent shall be trained in disaster relief procedures so as to be prepared to execute the appropriate Emergency Plan, including the disbursement of any disaster relief monies, should an emergency occur which requires that the school be used as an Emergency Shelter.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Southside school shall follow its school discipline plan and consider suspension only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Grounds for Suspension and/or Expulsion

Please refer to California Education Code 48900 for a complete list of offenses that constitute grounds for suspension and/or expulsion from The Southside Elementary School District.

A student may not be suspended or expelled for any of the acts enumerated in EC 48900, unless that act is related to a school activity or takes place while attending a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time including, but not limited to, any of the following:

1. While on school grounds;
2. While going to or coming from school;
3. During the lunch period whether on or off the campus; or
4. During, or while going to or coming from, school sponsored activities.

Suspension

A student may be suspended from school for violation of district disciplinary rules. Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, during which the student will be informed of the reason and evidence for the suspension and have the opportunity to present a defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parent in person or via phone or email. The parent will be given written notice of the suspension.

While on suspension from school, the student may not be present on or about any school grounds at any time, nor attend any Southside Elementary activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.

Authority to Suspend

1. A teacher may suspend a student from their classroom for two days, including the day of suspension plus the following school day.
2. The principal or designee may suspend a student from class, classes or the school campus for a period not to exceed five (5) school days.
3. The superintendent or designee may extend a student's suspension pending final decision by the Board of Education on a recommendation for expulsion.
4. A special education student being considered for expulsion may be suspended for ten (10) days pending assessment and an IEP Team meeting.
5. The Board of Education may suspend a regular education student for no more than twenty (20) days in one academic year.

On-Campus Suspension Notification

A teacher who imposes a classroom suspension will report all suspensions in writing to the appropriate school administrator and inform the parent(s)/guardian(s) of the student within 24 hours.

Teachers and administrators may directly assign any student to a site-based responsibility center. This is a one-period center to which students are sent by the teacher when the student is disruptive or refuses to follow the teacher's directions. Parents will be notified of any assignment by phone, mail, or email. The referred student is required to follow all rules. Any disruption or defiance will result in immediate referral to an administrator for possible suspension from school.

Offenses that may result in on-campus suspension include but are not limited to inappropriate physical education attire; missed classroom detention; disruption in class; defiance of a teacher; or generally inappropriate behavior.

Parent/Guardian Notification

In the event of a classroom suspension, the teacher shall ask the parent to attend a parent-teacher conference as soon as possible. In the event of a suspension from school, a school employee shall make a reasonable effort to conference with the student's parent/guardian in person or by phone, and a written notice will be sent.

Hearings & Transfers

When repeated interventions have failed and/or a student's actions have created an unsafe environment for other students or staff on campus, the District may recommend that a student be transferred to another comprehensive or alternative school. The student will have the opportunity to oppose a transfer at an informal hearing. The informal hearing will include notice to the student and parents of the charges against the student and/or the reasons for the proposed action, an opportunity for the student and parents to rebut or respond to the charges, and review of the student's record. The meeting may include the student, parents, site administrators, and district personnel. The Superintendent will notify the student and parents of the district's final decision.

Disciplinary action may result in a recommendation to return to the present school, or for the student to be placed at another school or placed in an alternative program, and/or other educational intervention.

Expulsion

Expulsion is the involuntary removal of a student from comprehensive schools and programs for one to two semesters for acts of specified misconduct. Final action is taken only by vote of the Board of Education. Expulsion proceedings for a currently identified special education student require additional due process procedures. While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools or County Community Schools during the duration of the expulsion.

The Board of Education, upon voting to expel a student, may suspend the enforcement of the expulsion order for a class period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class, or program that is deemed appropriate for rehabilitation. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent/guardian in their child's education in ways specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program will not be considered in the board's determination as to whether the student has satisfactorily completed the rehabilitation program.

In the event a student is recommended for expulsion, they are entitled to a hearing and, among other things, advance written notice of their rights and responsibilities. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for hearing. All decisions to expel are final but may be appealed to the County Board of Education. A statement of rights is given in writing to parents for students who have been expelled. The appeal process is detailed in EC 48919.

School-Sponsored Events

Any student who has been suspended or expelled may not attend any school-sponsored events during the period of that suspension or expulsion. This includes, but is not limited to; dances, performances, and athletic events.

Recess Restriction

Recess or Free Time restriction (i.e. detention) limits, for disciplinary purposes, the free time allotted to a student during morning or afternoon recess, at the lunch period, or any snack period. Students will not be restricted from eating lunch nor from taking care of personal health needs.

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

Procedures to notify teachers of dangerous pupils

State law requires courts to notify school districts when a student is found guilty of certain drug violations and/or violent crimes. Any information received from the court is confidential; unlawful dissemination of this information is a misdemeanor. The information will be transferred to the student's subsequent schools and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first. After that time, the confidential record will be destroyed. State law also requires teachers to be notified of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The above information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three (3) years after receiving such notification or from the time the student returns to school. Southside Elementary receives such official notification, and site administrators are duly notified. The district is required to notify teachers of every student who has caused or attempted to cause serious bodily injury to another person. The purpose of this regulation is to protect individuals from needless vulnerability. Teachers or other staff receiving such confidential information must keep it secure.

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

The Southside School District Governing Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, and other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex (Education Code 212.5; 5 CCR 4916):

- Unwelcome leering, sexual flirtations or propositions
- Unwelcome sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation

- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures or computer-generated images of a sexual nature
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class
- Massaging, grabbing, fondling, stroking, or brushing the body
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements or any physical interference with school activities when directed at an individual based on sex
- Displaying sexually suggestive objects
- Sexual assault, sexual battery, or sexual coercion and/or under the following conditions:
 - Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
 - Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting a student.
 - The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment.
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through the school.

Any student who feels that he/she is being or has been subjected to sexual harassment on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact a school employee.

A school employee to whom a complaint is made shall, within twenty four (24) hours of his/her getting the complaint, report it to the administration.

Any school employee who observes any incident of sexual harassment on any student shall similarly report his/her observation to the principal, whether the victim makes a complaint. If the alleged harasser is the principal, the employee may report the complaint or his/her observation of the incident to the superintendent or designee who shall investigate the complaint.

The principal, superintendent, or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

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

Southside Elementary School District believes that the responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. We expect students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.

School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. All school dress code enforcement actions should minimize the potential loss of educational time.

Administration and enforcement of the dress code will be gender neutral and consistent.

Except in cases where schools require uniforms, schools may not enact policies with more restrictive or less restrictive dress and grooming codes.

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- Hats and other head coverings are not permitted on school grounds except when worn as sun-protective clothing as prescribed by the student's physician or as an expression of religious beliefs. (See below)
- Clothing must cover the chest, torso, and lower extremities.
- Clothing must cover undergarments.
- Clothing must not be see-through.

f. Professional sports attire may not be worn except for special occasions determined by the principal.

g. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, and other activities where unique hazards or specialized attire or safety gear is required.

Attire or grooming depicting or advocating violence, criminal activity, gang-related activity (including professional sports wear and/or colors identified by the San Benito County Sheriff or Hollister Police Department as gang-affiliated), use of alcohol or drugs, pornography, or hate speech are prohibited.

Students will be allowed to wear sun-protective clothing and hats. Sun-protective hats may be worn for outdoor use only. Students will be required to wear a hat for sun-protection that has a brim large enough to protect the face and/or back of neck and/or ears. A parent/guardian or doctor's authorization will be required for a student to wear a sun-protective hat and that note shall include the type and extent of the coverage required.

A student who violates these standards shall be subject to appropriate disciplinary action.

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

Arrival & Dismissal

Before School Procedures:

Students are encouraged to arrive with time to get breakfast and be prepared to line up before classes begin promptly at 8:00 am. Students should not be dropped off prior to 7:30 am. If there are special circumstances requiring an early drop off, arrangements should be made in advance with the office.

Please follow the following directions:

7:30-8:00 Drop Off

- Student drop off is at the gym gate and the front of school between 7:45-8am.
- Student drop off is at the exterior gates, parents or visitors that need to come inside the exterior gate must get a visitor pass from the office.
- When entering the parking area, please use the recommended entrances as marked on road entrance and exit.
- Please park in designated spots as notated in the parking areas.
- No walking or using a bicycle is allowed for transportation to school

After 8:00 Drop Off

- If you arrive after 8:00am, enter through the front gate, the side gate will be closed

2:15 Release

- Kindergarten & 1st: will be released at the side of school near the Gym (usual spot)
- 2nd & 3rd: will be released at the front of school where the front door is located.

3:00 Release

- 4th, 5th, & 6th : will be released at the side of school near the Gym
- 7th & 8th: will be released at the front of school where the front door is located.

Once the student arrives at school, they must remain on campus (in classroom) and not exit the perimeter fence without adult permission and supervision.

Students who arrive after the 8:00 am starting time will need to check in at the office before moving on to class. Late arrivals are disruptive to the classroom and promptness is appreciated. Excessive tardiness may result in a conference with parents, student, teacher, and administrator to strategize solutions for the remainder of the school year.

Upon arrival, students will walk through the cafeteria to their classroom. Students should enter the classroom respectfully and begin their morning work.

After School Procedures:

At 2:15pm or 3:00pm students will be in front of the school by grade level/class for pick-up. Please follow the following directions:

- When entering the parking area, please use the recommended entrances as marked on the road entrance and exit.
- Please park only in the designated spots as notated in the parking areas.
- Students are NOT allowed to walk to the parked cars. Parents must walk in to pick them up.

We ask that all drivers are vigilant, courteous, and patient as you enter and exit the parking areas. Our ability to safely load students in/out of the car will become increasingly efficient over time, especially with your support. Lastly, if you are having somebody other than yourself pick up your children, please call the office ahead of time so the staff is aware and can inform your children.

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

Component:

Creating a safe and orderly school environment

Element:

Decrease the number of students who have experienced any harassment/sexual harassment, and/or bullying as measured by self reporting and the student information system, Aeries.

Opportunity for Improvement:

Safe and Orderly Environment: Emphasize Safety, Respect, and Responsibility

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce the events of harassment, sexual harassment, fighting, and/or bullying on campus.	School Buddies School Assemblies Kindness Campaigns Staff training School Rules and Expectations for Student Behavior Document	Bulldogs CARE program, classroom teacher, classified staff, administration	classroom teacher, Dr. Schilling	Aeries student information system Data Query

Component:

Maintaining a safe and orderly school environment

Element:

Increase the percentage of students who feel safe at school as measured by annual parent Survey

Opportunity for Improvement:

Maintain a sense of safety, lower affective filter among students, and optimize conditions for student learning

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the percentage of students who feel safe at school as measured by the Southside parent Survey	Bulldogs CARE program	Classroom Meetings and presentations, Bulldogs CARE program, Conflict Resolution Strategies	Classroom teachers, administration	Southside parent survey data

Component:

Maintaining a safe and orderly environment and a positive school culture and climate

Element:

Increase student agency to navigate and negotiate peer interactions and conflicts

Opportunity for Improvement:

Develop positive social skills and healthy communication, create connections and deepen authentic relationships, manage feelings of anger, frustration, and disappointment, and promote feelings of self worth.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Through peer buddies, increase student agency to navigate and manage student conflict and strengthen relationships	Peer grade level buddies Bulldogs CARE program	Student modeling, peer interactions, classroom presentations	classroom students teachers,	Southside parent survey data

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

Southside Elementary School District Student Conduct Code

Conduct Code Procedures

Southside School follows a progressive discipline model for student behavior. Every effort will be made to minimize out of class time for students. Students considered for suspension will be evaluated based on individual incidents or a combination of multiple occurrences if needed.

(K) Hate Crime Reporting Procedures and Policies

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the school administration. Upon receiving such a complaint, the Principal or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulations.

(J) Procedures to Prepare for Active Shooters

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

a. Act immediately if you or your students:

- hear a sound that might be gunfire.
- see something that looks like a weapon being carried or used on or near the campus.
- sense any other indication of active shooter / armed assailant threat.

b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.

c. Be decisive. Communicate your plan to your students and act quickly.

d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

a. Run: If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...

o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),

o and can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.

o Police may mistake an item in your hands as a weapon.

o Leave everything behind.

- If you encounter people along the way...

o Adults: Warn them and take them with if you can but don't stop if they refuse to come.

o Students: Warn any students you encounter and take them with if you can. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (831) 637-4439 to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room by grabbing the fire extinguisher;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions and use the fire extinguisher by pointing the end of the hose at the assailant and activating the device.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

o If you have another way out (a window or back door) use it while the assailant is attempting to get in.

o If no other exit is available be prepared to disrupt the assailant by using the fire extinguisher on the assailant and running for the exit as soon as the assailant enters the room.

a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- State the emergency: "I hear gunfire." "I saw..."

o Give information on people who are wounded.

- Location of the assailant (if known):
- Description of the assailant (if known):
- Your precise location: "room ___"
- The number of children with you:

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- Run – If you encounter injured persons while you are trying to get out of danger...

o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- Hide – If someone is injured where you are hiding, secure the room before tending to the wounded.

o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
- o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
- o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.

o Include as much actionable information on the announcement as possible.

Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."

o If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.

Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."

- Notify the district office after you call 911.
- If possible assist emergency personnel.

o Assist police in entering the school;

o Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- Emergency Operations Center (EOC)

o Activate the district's Emergency Operations Center

o Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

- Offsite Reunification

o The Operations Section should prepare an off-site evacuation site for reunification.

This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.

Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.

School staff and students will remain in lockdown until evacuated on a room by room basis.

Buses should be placed on standby for evacuation.

Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- Crisis Intervention

o A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.

1. The reunification plan should include procedures for families of students and staff who, due to disaster, violent attack or other critical incident, will not be reunited with their loved ones. This should include:

a. Discrete handling of notification to allow for dignity and privacy. Consideration of emotional outbursts, stress, apprehension, and impatience amongst other parents and family members at the unification site

b. Emotional support, considering that it may take additional time and personnel or outside resources such as local chaplaincy, calling and notifying family not on site, to assist with the family member still onsite.

o This team will also provide ongoing support throughout the recovery phase of the emergency response.

o Mental Health staff should also be involved in plans related to reopening the school following an active shooter/armed assailant event.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying

Bullying is defined as repeated and systematic abuse and harassment of another or others. Bullying and ridiculing-type conduct includes name-calling, mimicking, isolation and/or exclusion, invasions of personal space, inappropriate touching, physical violence (hitting, kicking, pushing, shoving), gender and sex-based bullying, and extortion. Southside Elementary prohibits discrimination, harassment, intimidation, inappropriate behavior, and/or “bullying” of any student. This includes students singled out because of, but not limited to:

- Age
- Marital, parental, or family status
- Sex
- Color
- Sexual orientation
- Religion
- Gender
- Gender expression
- Gender identity
- Race
- Ethnic group identification
- Ancestry
- Native language or perceived lack of
- National origin
- English language ability
- Mental or physical disability, or based on a person’s association with a person or group with one or more of these actual or perceived characteristics in its educational programs and activities or employment practices

Behaviors Inappropriate at School and in the Community:

- Deliberately hurtful teasing, taunting, name calling, ridicule, intimidation, belittling, degradation, threats, and/or demands
- Derisive and unfriendly mockery and laughter
- Physically aggressive moves

Southside Elementary believes that the best way to address bullying and inappropriate behavior is through education, prevention, and intervention. We also recognize that words can be used as weapons. School administrators are the best judges of when and what type of interventions will be most effective on a case-by-case basis.

Opioid Prevention and Life-Saving Response Procedures

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan for Southside Elementary School District is reviewed, evaluated, and amended (if needed) annually by the Southside School Safety Committee. The committee meets quarterly each year to review the plan and to assess the current status of Crime at school. The committee meets again in January to discuss proposed revisions, and again in February to approve a final draft to be submitted to the Southside School Board for final approval.

Safety Plan Appendices

Emergency Contact Numbers

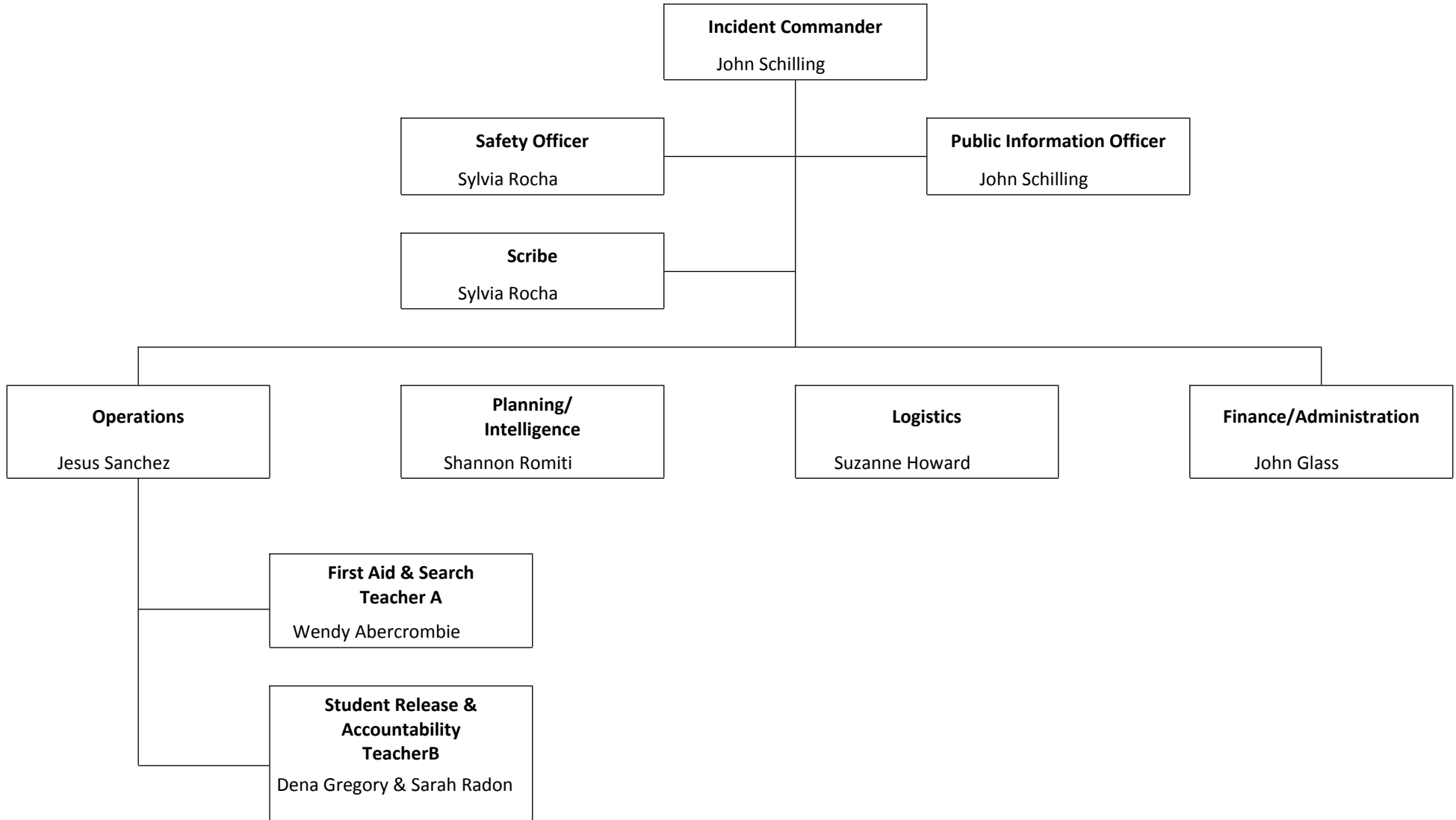
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	San Benito County Sheriff	(831) 636-4080	Chief Eric Taylor
Law Enforcement/Fire/Paramedic	Hollister Police Department	(831) 636-4330	Chief Carlos Reynoso
Law Enforcement/Fire/Paramedic	Hollister Fire Department	(831) 636-4325	Chief Bob Martin Del Campo
Law Enforcement/Fire/Paramedic	San Benito Medical Services Agency	(831) 636-4168	Kris Mangano
Public Utilities	San Benito Office of Emergency Services	(831) 636-4168	Kris Mangano
Local Hospitals	Hazel Hawkins Memorial Hospital	(831) 637-5711	Mary Casillas
City Services	San Benito Public Information Officer	(831) 636-4168	Monica Leon PIO
Law Enforcement/Fire/Paramedic	CAL FIRE	(916) 653-5123	Chief Reno Ditullio
School District	Southside Emergency Contact	(831) 261-5599	John Schilling
School District	San Benito County Office of Education	(831) 637-5393	Krystal Lomanto

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)
Staff email with documentation	November 2023	
Presentation to school safety committee	December 2023	
School Board Meeting	January 2024	

Southside Elementary School District 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:

Command Post

Site Manager

Deputy Site Public
Manager Information
Officer

Student Release Assembly Operations Logistics

Evacuation Search and Food Unit
Rescue

Hazard Control Facilities

Medical Sanitation

Triage

Morgue

Security

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

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:

- I) identify the type of emergency;
- II) identify the level of emergency; and
- III) determine immediate action(s) that may be required. 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. Emergency procedures for 20 different types of emergencies listed below are provided in this plan.

1. Aircraft Crash
2. Intruder on Campus
3. Biological or Chemical Release
4. Bomb Threat
5. Bus Accident
6. Child Abuse – Procedures are outlined in Board of Education Policy, Administrative Regulation and Exhibit 5141.4
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire
11. Flooding
12. Loss or Failure of Utilities
13. Motor Vehicle Crash
14. Psychological Trauma
15. Medical Emergency
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Civil Unrest
19. Pandemic Influenza/Avian Flu
20. Tsunami Watch/Warning

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 four-tiered rating system is described below.

Level 1 Emergency: A minor event that is handled by school personnel without assistance from outside agencies.

Level 2 Emergency: A moderate event in which many school community members are affected but school-site resources can independently manage the response.

Level 3 Emergency: A major event in which many school community members are affected, and even after reorganizing staff, school site resources cannot independently manage and support the response. Additional District resources are required.

Level 4 Emergency: A major event in which many school community members are affected and additional District resources are insufficient to manage and support the response.

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:

- Drop, Cover and Hold On
- Lockdown
- Alternate Response to a Violent Intruder
- Shelter-in-Place – Community Disturbance

- Shelter-in-Place – Environmental Incident
- Evacuate Building
- Off-Site Evacuation
- All Clear
- Student Release

Procedures for each of these are included in this section. Immediate Response Actions

- Drop, Cover and Hold On - This action is taken to protect students and staff from falling debris.

Description of Action

1. Upon the first indication of an earthquake, students and staff should immediately drop, cover and hold on.
2. If inside, school staff must instruct students to drop under their desks and cover their heads with their arms and hands, while holding onto the desk. For those students and staff who are physically unable to drop into a protected position under a table or desk, they should remain seated or, if possible, move to an interior wall away from windows and heavy objects, and cover their heads and arms.
3. If outside, school staff must instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. For students and staff who are physically unable to drop to the ground, they should take action to cover their heads with their arms and hands.
4. In the event of a major earthquake and after the initial shaking has stopped completely, the Incident Commander (Principal or designee) must make an announcement on the Public Address (PA) system to ensure that all building occupants have evacuated. If the PA system is not available other means of communication (e.g., messaging apps or sending messengers to deliver instructions) must be used.

Lockdown - This action is necessary when a threat of violence on District property is identified or when directed by law enforcement. It is necessary to prevent a perpetrator(s) of violence from entering occupied areas. During Lockdown, students and staff are to remain in the classrooms or designated locations at all times. A Lockdown may be initiated by the Principal or designee as necessary or upon instructions from the police.

Description of Action

1. If an emergency occurs that requires occupants to lockdown, the Incident Commander (Principal or designee) at each site must make an announcement on the public address system (PA) to lockdown inside a building. If the PA system is not available, other means of communication (e.g. messaging apps or sending messengers to deliver instructions) must be used.
2. If outside, students should proceed to their classrooms if it is safe to do so. If it is not safe, staff must direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium).
3. Once inside, occupants should close and lock all doors. If a door cannot be locked, barricade the door with furniture. Turn off all lights and close all window blinds. Occupants should be seated below window level, toward the middle of a room away from windows and doors and should take cover behind heavy objects (e.g. tables, filing cabinets). Occupants should remain silent.
4. School staff and students must remain in the classroom or secured area until further instructions are given by the Incident Commander (Principal or designee) or law enforcement.
5. All campus entrances and exits must be locked and no visitors other than appropriate law enforcement or emergency personnel are allowed on campus.
6. If safe to do so, the Incident Commander (Principal or designee) should communicate to the district that the site is on Lockdown.
 - Alternate Response to a Violent Intruder - While Lockdown is the primary response to the threat of violent intruder; in some circumstances, an alternate response may increase chance of survival.

Description of Action

1. Relocation – Flee the attacker. This response is most appropriate if:

- a) The location of the attacker is known;
- b) A clear pathway exists in a safe location away from the attacker, and;
- c) There are times and the ability to evacuate both yourself and the students under your care.

2. Self Defense – Mount an assault against the attacker so as to subdue the person until law enforcement can arrive. This response should only be taken as a response of last resort and the event the attacker has penetrated an occupied room. If this tactic is chosen, the appropriate (strong and able to do so) occupants should mount an attack using suitable objects such as fire extinguishers, laptops, and chairs as weapons.

Shelter-in-Place – Community Disturbance – This action is taken to protect occupants when a violent or potentially violent action arises in the vicinity of the campus. A Shelter-in-Place – Community Disturbance may be initiated by the Principal or designee as necessary or as directed by law enforcement. Initially, a Shelter-in-Place may start as a full-scale lockdown, then be scaled back to become a Shelter-in-Place – Community Disturbance.

Description of Action

1. The Incident Commander (Principal or designee) must make an announcement on the Public Address (PA) system to announce that Shelter-in-Place – Community Disturbance is in effect and that occupants should take shelter inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.

2. The site should be closed to all incoming and outgoing traffic. Exterior doors and gates should be locked and signs placed informing visitors that the site is in a state of lockdown. Visitors should be directed to leave the premises and seek refuge.

3. Students, staff, and visitors should remain indoors with intra-building trips reserved to meet essential personal, medical and/or security needs.

4. Staff should be on standby to implement a full Lockdown if required by the Incident Commander (Principal or designee) or law enforcement.

- Shelter-in-Place – Environmental Incident – This action in order to place and/or keep students indoors in the event that airborne contaminants are found in the outside air. Shelter-in-Place – Environmental Incident is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutting down the classroom and/or building heating, ventilation, and air-conditioning (HVAC) systems. During Shelter-in-Place, every precaution should be taken to avoid exposure to the outside air.

Description of Action

1. If an emergency occurs that requires students and staff to Shelter-in-Place – Environmental Incident, the Incident Commander (Principal or designee) at each site will make an announcement on the Public Address (PA) system to take shelter inside a building. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. If inside, school staff should keep students in the classroom until further instructions are given.
3. If outside, students must proceed to their classroom if it is safe to do so. Secondary students should proceed to the next class. If it is determined to be unsafe, staff should direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria or gymnasium). School staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to the outside air. Anyone exhibiting symptoms should be provided first aid treatment.
4. School staff are responsible for securing individual classrooms and for completing the following procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; and, if necessary, 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.

Evacuation - On Site - This action is taken after the decision is made that it is unsafe to remain in the building. Description of Action

1. In the event of a fire within a building, the staff member who discovers the fire should initiate a fire alarm.
2. School staff must instruct occupants to evacuate the building, in accordance with the school site evacuation plan and using designated routes, and assemble in their assigned assembly area.
3. School staff must take their student rosters when leaving the building and take attendance once the class is assembled in a safe location. Similarly, the Incident Commander (Principal or designee) should make a proper accounting of all staff once the evacuation is complete.
4. Once assembled, school staff and students will stay in place until further instructions are given.

Evacuation – Off-Site Relocation - This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required.

Description of Action

1. If an off-campus evacuation is necessary, the Incident Commander (Principal or designee) will make an announcement on the Public Address (PA) system. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. The District’s Emergency Operation Center (EOC), in collaboration with the Incident Commander (Principal or designee), will determine the safest method for evacuating the campus. The EOC Transportation Director is responsible for identifying appropriate evacuation routes.
3. School staff shall secure student rosters when leaving the classroom and take attendance once the class is assembled in a predesignated safe location.
4. Once assembled off-campus, school staff and students will stay in place until the clearance is received to return to their school or parent-child reunification is complete.

Student Release – This action is taken after a decision to release students has been made. The following procedures shall be followed in releasing pupils in the event of an emergency or disaster:

Description of Action

1. The principal or designee shall receive authorization from the District EOC and/or Superintendent or designee before releasing pupils.
2. Individual pupils shall not leave a school site without receiving permission from the Incident Commander (Principal or designee)
3. Staff shall release pupils only to persons authorized on the pupil emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual pupils shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the pupil.
5. The principal or designee shall record the release of all pupils.

All Clear - This action is taken to notify school staff that normal school operations can resume. Description of Action

1. The Incident Commander (Principal or designee) will make an announcement on the Public Address (PA) system. If the PA system is not available, other means of communication (e.g. sending messengers to deliver instructions) must be used.
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

Step Four: Communicate the Appropriate Response Action

This CSSP is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted in accordance with Education Code requirements in order to acquaint both students and staff with the school's emergency procedures.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when our school is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

A disaster container with some emergency supplies and equipment are located on campus and documented in this plan. Contents will be inventoried and replenished as necessary. Emergency food and water are also maintained at the school. Additionally, each classroom is equipped with some emergency supplies and class lists by period.

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasizes their physical and psychological well-being. Staff members need to review their evacuation routes and assembly area locations in preparation for an emergency. All substitute staff should be provided with a copy of the school's emergency procedures, a description of the role they would play in an emergency. Parents will be informed of the Emergency Plan and a copy of the Plan will remain in the administrative offices. A copy of this Plan is submitted to the District office each year. The Board of Education will review and adopt this plan by October, annually.

Emergency Planning for Students with Special Needs The Director of Special Education or Designee is responsible for developing an emergency plan that ensures all staff is aware of students with special conditions and the care and treatment to be provided to those students in an emergency. The Director of Special Education/Designee must ensure that an emergency plan is developed for each student with special needs if the school standardized emergency management plan needs to be modified to meet the student's needs. A form to document the needs of special education students is contained in this plan. Site administrators shall ensure that unassigned staff report to self-contained special education programs to assist staff with the emergency evacuation. One staff member may be responsible for more than one Special needs student, if necessary.

Categories of Students with Special Needs Health Conditions - Students that have seizures, diabetes, asthma or other breathing difficulties, severe allergic reactions, or technology-dependent or medically fragile conditions have special emergency concerns that may include the need for maintaining a the current supply of medication at the school for emergency purposes.

Physical Abilities - Students with physical impairments may require special assistance during an emergency. This includes but is not limited to students in wheelchairs, students that are temporarily on crutches or that temporarily have walking casts, and students that may otherwise have problems walking or getting up and downstairs. The teachers of these students should ensure that a buddy is pre-assigned to these students and that this information is provided to the principal (or other individual designated as Incident Commander) and school nurse.

Communication Challenges - Students with sensory challenges have special needs in an emergency. This includes students with vision impairment, hearing impairment, processing disorders, limited English language abilities, behavior or development disorders, or emotional or mental health issues. The Director of Pupil Services in coordination with the Director of Educational Services is responsible for developing an emergency communication plan.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT

DROP – COVER – HOLD

1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move
4. EVACUATE THE BUILDING when it is safe. Do not run.
5. ASSEMBLE without delay in your evacuation assembly area.
6. Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher).
7. Report for duty if you are a member of an emergency team.
8. WAIT FOR INSTRUCTIONS from the Site/School Administrator.
9. DO NOT return to the building until it has been declared safe.
10. DO NOT light matches, candles or other fires.

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and interlock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute Secure Campus.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
- Contact the City of Hollister Police Department Animal Care and Service Bureau (831) 636-4320 for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

Armed Assault on Campus

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. Act immediately if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.

b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.

c. Be decisive. Communicate your plan to your students and act quickly.

d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

a. Run: If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...

o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),

o and can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.

o Police may mistake an item in your hands as a weapon.

o Leave everything behind.

- If you encounter people along the way...

o Adults: Warn them and take them with if you can but don't stop if they refuse to come.

o Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call (831) 637-4439 to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room by grabbing the fire extinguisher;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions and use the fire extinguisher by pointing the end of the hose at the assailant and activating the device.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

o If you have another way out (a window or back door) use it while the assailant is attempting to get in.

o If no other exit is available be prepared to disrupt the assailant by using the fire extinguisher on the assailant and running for the exit as soon as the assailant enters the room.

a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- State the emergency: "I hear gunfire." "I saw..."

o Give information on people who are wounded.

- Location of the assailant (if known):
- Description of the assailant (if known):
- Your precise location: "room ___"
- The number of children with you:

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- Run – If you encounter injured persons while you are trying to get out of danger...

o And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- Hide – If someone is injured where you are hiding, secure the room before tending to the wounded.

o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

- Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.

o Include as much actionable information on the announcement as possible.

Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."

o If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.

Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."

- Notify the district office after you call 911.
- If possible assist emergency personnel.

o Assist police in entering the school;

o Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- Emergency Operations Center (EOC)

o Activate the district's Emergency Operations Center

o Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

- Offsite Reunification

o The Operations Section should prepare an off-site evacuation site for reunification.

This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.

Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.

School staff and students will remain in lockdown until evacuated on a room by room basis.

Buses should be placed on standby for evacuation.

Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- Crisis Intervention

o A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.

1. The reunification plan should include procedures for families of students and staff who, due to disaster, violent attack or other critical incident, will not be reunited with their loved ones. This should include:

a. Discrete handling of notification to allow for dignity and privacy. Consideration of emotional outbursts, stress, apprehension, and impatience amongst other parents and family members at the unification site

b. Emotional support, considering that it may take additional time and personnel or outside resources such as local chaplaincy, calling and notifying family not on site, to assist with the family member still onsite.

o This team will also provide ongoing support throughout the recovery phase of the emergency response.

o Mental Health staff should also be involved in plans related to reopening the school following an active shooter/armed assailant event.

Biological or Chemical Release

BIOLOGICAL ATTACK

Biological agents are bacteria and toxins that can cause disease in people. Depending on the biological event, you may need to be immunized, evacuated or “sheltered-in-place.” Listen to the radio and wait for authorities to provide further instructions.

IF YOU BECOME AWARE OF A SUSPICIOUS SUBSTANCE, FOLLOW THESE STEPS:

1. GET AWAY from the substance.

2. PROTECT YOURSELF BY COVERING YOUR MOUTH AND NOSE with layers of fabric or paper towels that will filter air but still allow breathing.

3. WASH YOUR BODY with soap and water.

4. CONTACT AUTHORITIES.

5. Listen to radio for news and information.

6. If you become sick, get medical attention.

IF YOU ARE EXPOSED TO A BIOLOGICAL AGENT:

1. GET AWAY from substance.

2. REMOVE CLOTHES and put in a sealed plastic bag.

3. WASH SKIN with a solution of 9 parts water to 1 part bleach. Do not use bleach solution on open wounds!

SEEK MEDICAL ATTENTION.

CHEMICAL ATTACK

A chemical attack is the deliberate release of a toxic gas, liquid or solid into the environment. SIGNS OF CHEMICAL ATTACK

- Watery eyes
- Twitching
- Problems breathing
- Choking
- Losing coordination
- Many sick or dead birds, fish or small animals are cause for suspicion.

If you see signs of a chemical attack, follow these steps.

1. QUICKLY GET AWAY FROM THE CONTAMINATED AREA.

2. If the chemical is inside the building, exit the building without passing through the contaminated area.

3. If you can't get out of the building, find clean air without passing through the contaminated area.

4. Move as far away as possible from the contaminated area and shelter-in-place.

5. If you are outside, go the closest place where you can get clean air.

USING A FACE MASK FOR PROTECTION DURING A CHEMICAL ATTACK

A face mask or barrier can help protect from air contaminants. Here are a few ideas for creating a face mask or barrier.

- Improvise with available materials and CREATE A BARRIER to protect eyes, nose, mouth and cuts in the skin.

- Use fabric that fits snugly over nose and mouth — achieve best fit possible for children.
- Include face masks in disaster planning kit.

If you are exposed to a chemical agent, you will be given orders by the local authorities to evacuate or shelter-in-place.

If exposed, here are the steps for decontamination:

1. REMOVE CLOTHING and place in sealed plastic bag
2. WASH SKIN thoroughly with soap and water.
3. SEEK MEDICAL ATTENTION.

CHEMICAL ACCIDENT

Chemical spills may result from tank truck or railroad car accidents. In rare cases they may originate inside the building. If you discover a chemical spill, call 911 and inform the Site/ School Administrator.

Accident Inside

1. EVACUATE THE BUILDING. Avoid the area where the chemical spill occurred.
2. DO NOT light matches, candles or other fires.
3. ASSEMBLE without delay in your evacuation assembly area.
4. Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher)
5. Report for duty if you are a member of an emergency team.

SHELTER-IN-PLACE

The term “shelter-in-place” means remaining inside your site/school building and protecting yourself there from a hazardous outside environment. Staff and students should continue their regular activities if possible. There are a number of reasons authorities might direct you to shelter- in-place: such as: radiological, chemical or biological emergencies, local police activity, a fire in the area and/or smoke in the air.

STEPS FOR SHELTER-IN-PLACE: STAY CALM.

1. GO INSIDE THE BUILDING and bring students indoors immediately.
2. You can provide a minimal amount of protection to your breathing by covering your mouth and nose with a damp cloth.
3. CLOSE AND LOCK all windows and outside doors.
4. TURN OFF all fans, heating and air conditioning systems.
5. Gather your disaster supplies and battery-powered radio.
6. Go to an interior room ideally without windows.

If there is a chemical threat, a room above ground is preferable.

7. Use duct tape (wet towels if you don’t have duct tape) to seal doors, exhaust fans, vents, and windows.
8. WAIT for instruction from your Site/School Administrator

Bomb Threat/ Threat Of violence

BOMB THREAT

Bomb Threat/ Threat Of violence

A. Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. Obtain information with the checklist on this sheet.

B. Warning:

- 1) Bomb threats are usually received as an anonymous telephone call or on social media
- 2) Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package

C. Action:

- 1) Recipient of the threatening telephone call a) Remain calm. Keep the caller on the line as long as possible. Do Not Hang Up, even if the caller does b) Listen carefully. Be polite and show interest. c) Notify a coworker via note or hand signals or if in a classroom, contact the office immediately. d) Completed the Bomb Threat Checklist. Write down as much detail as can be remembered. Try to use exact words. e) If the telephone has a display, copy the number and/or letters on the display window. f) Attempt to get information on the location of the bomb, and any identifying characteristics of the caller. Have them repeat the message g) Immediately upon termination of the call, do not hang up, but from a different telephone, call 9-1-1,
- 2) If a bomb threat is received by letter or handwritten note: a) Handle the letter or note as minimally as possible. b) Notify the office or call (access code) 9-1-1
- 3) If a bomb threat is received by email: a) Do not delete the email message. b) Notify the office or call (access code) 9-1-1
- 4) Bomb or Suspicious Device a) Do not touch or approach the device b) Notify the office immediately c) Get students out of the immediate areas and wait for directions from the office. d) Follow principal’s or designee’s instructions for appropriate emergency procedures

Bomb Threat Checklist

Date of call

Time call began
Time caller hung up
Your telephone number Extension Number or letters on caller ID
Exact wording of the bomb threat:
Ask the caller: When is the bomb going to explode?
Where is the bomb right now?
What does the bomb look like?
What kind of bomb is it?
What will cause the bomb to explode?
Did you place the bomb? Yes No

Why?
What is your name?
Information about the caller: Male Female Estimated age: Accent:
Familiar Voice, if so who?
Caller's Voice: (circle all that apply)
Angry Calm Clearing throat
Coughing Cracking voice
Crying Deep Deep breathing
Disguised
Distinct
Excited Laughter
Lisp
Loud Nasal
Normal
Ragged Rapid
Raspy
Slow
Slurred
Soft
Stutter
Threat Language:
Well-spoken
Foul Incoherent
Irrational Message read
Taped
Background sounds: Factory, House, Office, Street, Conversation, Music, Animal/s, PA System, etc...

Bus Disaster

Southside does not have a bus nor district transportation services. In case of a bus on campus, these procedure are to be followed. The bus should maintain an individual folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- ? Turn off power, ignition and headlights. Use safety lights, as appropriate.
- ? Evaluate the need for evacuation.
- ? Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- ? Call 911, if warranted.
- ? Notify principal.
- ? Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- ? Move all uninjured students to a safe distance from the accident.

? Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

? Notify law enforcement.

? Notify parents/guardians of all students on the bus as soon as accurate information is available.

? Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.

? Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

? Issue DUCK, COVER and HOLD ON instruction.

? Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.

? Set brake, turn off ignition and wait for shaking to stop.

? Check for injuries and provide first aid, as appropriate.

? Contact the school administrator and bus dispatch to report location and condition of students and the bus.

? Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

? If instructed to continue route,

? Enroute to school, continue to pick up students.

? Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.

? If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.

? Remain with students until further instructions are received from site administrator.

? Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

? Do not drive through flooded streets and/or roads.

? Take an alternate route or wait for public safety personnel to determine safe route.

? If the bus is disabled, stay in place until help arrives

? Contact the school administrator and bus dispatch to report location and condition of students and the bus.

? Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

? Account for all students and staff throughout the emergency.

Disorderly Conduct

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

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

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.

If and when possible, 9-1-1.

Earthquake

EARTHQUAKE

Earthquakes occur without warning. The initial tremor is usually the most severe, however aftershocks may also be severe.

INSIDE BUILDING

1. Drop - Cover - Hold
 - a. DROP to the floor.
 - b. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.
 - c. HOLD onto the furniture and HOLD your position until it is safe to move.
2. EVACUATE THE BUILDING after the tremor stops. Do not run.
3. ASSEMBLE without delay in your evacuation assembly area.
4. Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher).
5. Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
7. DO NOT return to the building before it has been declared safe. Don't light matches, candles or other fires.

OUTSIDE BUILDING

1. MOVE away from buildings, trees and other hazards.
2. DROP to the ground.
3. COVER your head and neck with your arms.
4. HOLD your position until earthquake is over.

Follow steps 5-7 from "Inside Building" instructions. **IN A VEHICLE**

1. PULL OFF to the side of the road away from buildings, overpasses and power lines.
2. SET THE BRAKES AND TURN OFF IGNITION.

3. WAIT until quake is over. Do not leave the car unless unsafe conditions warrant. Never leave car if power lines are down nearby or have fallen over the vehicle.
4. CHECK the road and surrounding terrain for safe conditions.
5. PROCEED when conditions are safe.

Explosion or Risk Of Explosion

EXPLOSION

DROP - COVER - HOLD

1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING when it is safe. Do not run.
5. ASSEMBLE without delay in your evacuation assembly area.
6. Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher).
7. Report for duty if you are a member of an emergency team.
8. WAIT FOR INSTRUCTIONS from the Site/School Administrator.
9. DO NOT return to the building before it has been declared safe.
10. Don't light matches, candles or other fires.

Threat of Explosion

1. Do not light matches, candles or other fires.
2. EVACUATE THE BUILDING.
3. ASSEMBLE without delay in your evacuation assembly area.
4. Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher).
5. Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the Site/School Administrator.
7. DO NOT return to the building before it has been declared safe.

Fentanyl Safety Plan

Fire in Surrounding Area

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Determine if EVACUATION of school site is necessary.
2. Contact local fire department (call 911) to determine the correct action for your school site.
3. If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
4. Direct inspection of premises to assure that all students and personnel have left the building.
5. Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
6. Monitor radio station for information.
7. Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
2. Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
3. Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
4. Remain with students until the building has been inspected and it has been determined safe for return.

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Sound the fire alarm to implement EVACUATION of the building.
2. Immediately EVACUATE the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
6. Notify District Office of situation.
7. Notify appropriate utility company of suspected breaks in utility lines or pipes.
8. If needed, notify bus dispatch for OFF-SITE EVACUATION.
9. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

1. EVACUATE students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
2. Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding

FLOOD

Flood warnings may be received by telephone, radio, or from emergency services officials.

WAIT FOR INSTRUCTIONS from the Site/School Administrator. Possible emergency responses include:

- EVACUATE students/staff to higher ground.
- RELEASE students/staff to go home if appropriate.
- TAKE MEASURES to minimize hazards to students/ employees.
- TAKE MEASURES to protect the building and material resources from damage.

Loss or Failure Of Utilities

UTILITIES FAILURE or PLANNED POWER SHUT OFF

For utility failures caused by gas leaks, ventilation, elevator failure, plumbing/ flooding, and electrical failure immediately NOTIFY the site/school Administrator to supply any known details.

Safety Procedures

- If you smell gas or burning odors, evacuate the area immediately and take roll.
- If students are in danger by rising water caused by faulty plumbing, water main break, or severe weather, immediately move the students to a dry area or higher ground and take roll.
- Remain calm and follow directions by Principal per Superintendent.
- The Maintenance Department will notify District and site administrators regarding the
- scope and expected length of the utility failure.
- THE SUPERINTENDENT is the only one who will determine whether the school will close or authorize an early release.
- If evacuation is necessary, DO NOT re-enter area/building unless you are told it is safe.

- If personal safety allows, custodians may shut off electrical equipment, gas, and/or water as needed and so directed by Site/School Administrator.

Motor Vehicle Crash

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

Pandemic

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

1. It is a rare global outbreak which can affect populations around the world.
2. It is caused by a new influenza virus to which people do not have immunity.
3. Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
2. Insure that students and staff members who are ill stay home.
3. Send sick students and staff home from school immediately.
4. Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
5. Monitor bulletins and alerts from the Department of Health and Human Services.
6. Keep staff informed of developing issues.
7. Assist the Department of Health and Human Services in monitoring outbreaks.
8. Respond to media inquiries regarding school attendance status.
9. Implement online education, if necessary, so that students can stay home.
10. Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

1. Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
2. Practice “respiratory hygiene etiquette”.
3. Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).

4. Implement online homework assignments so that students can stay home.

Psychological Trauma

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call ambulance in event of overdose or injury requiring medical attention.
2. Call 911 if immediate threat exists to the safety of the student or others.
3. Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
4. Cancel all outside activities.
5. Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
6. If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
7. Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

1. Inform the Principal of what was written, drawn, spoken and/or threatened.
2. Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
3. Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
4. Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Suspected Contamination of Food or Water

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
3. Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
4. Provide list of potentially affected students and staff to responding authorities.
5. Provide staff with information on possible poisonous materials in the building.
6. Notify District Superintendent of situation and number of students and staff affected.
7. Confer with Department of Health and Human Services before the resumption of normal school activities.
8. Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

1. Notify principal/site administrator.
2. Call the Poison Center Hotline 1-800-222-1222.
3. Administer first aid as directed by poison information center.
4. Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

1. Keep poisonous materials in a locked and secure location.
2. Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
3. Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - a) Is the individual moving towards violent action?
 - b) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
2. Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
3. Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
4. Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
6. Facilitate a meeting with student(s) and family to review expectations.
7. Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
2. Inside the classroom, institute LOCKDOWN. Close all curtains and blinds.
3. Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until ALL CLEAR is given.

Unlawful Demonstration or Walkout

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

1. Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
2. Contact local police department for the school's jurisdiction and advise them of the situation.
3. Notify staff of the planned demonstration.
4. Develop an information letter to parents.
5. Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
6. Designate a staff member to handle incoming calls during the demonstration.
7. Establish areas where demonstrators can set up without affecting the operation of the school
8. Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

1. Do not allow students to be interviewed by the media or join in the demonstration

Emergency Evacuation Map