

Comprehensive School Safety Plan 2023-2024 School Year

School: Sisk Elementary School
CDS Code: 50-71266-6106934
District: Salida Union Elementary District
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 Salida, CA 95368
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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.

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

Safety Plan Vision

Sisk Elementary School will be an orderly and purposeful place where students and staff members are free to learn and teach without threat of physical, emotional, or psychological harm.

Components of the Comprehensive School Safety Plan (EC 32281)

Sisk Elementary School Safety Committee

Katie Cantu, Sharon Lufkin, Cody Fahey, Brianna Kirkpatrick, Erika Cortez, Jennifer Lima

Assessment of School Safety

Physical safety at Sisk Elementary is assessed quarterly by the safety committee using the District's Safety Inspection Report. In the event that a safety dealing with facilities arises, maintenance is contacted to resolve the issue. In addition to physical safety concerns, other areas assessed that impact school safety include student referrals to the office, suspension, and attendance. Additionally, we use Student and Parent Surveys to determine the effectiveness of student and parent perception of safety and Social/Emotional supports provided to students and families. We use suspension rates and discipline data to determine student response to social/emotional interventions.

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

Strategies and programs implemented at Sisk Elementary include a PBIS Team, Social Skills taught to all students by the counselor, consistent expectations throughout the school, Red Ribbon Week, bullying prevention assemblies and programs, school wide disaster drills, staff training on child abuse reporting, supervision and student discipline.

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

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters, or counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain 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 or neglect.

Reportable Offenses: A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

Responsibility for Reporting: The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

Reporting Procedures:

1. Initial Telephone Report: Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department.

When the telephone 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.

2. Written Report: Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form.

Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

3. Internal Reporting: Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the principal or designee as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the principal.

He/she may provide or mail a copy of the written report to the principal, Superintendent or designee without his/her signature or name. Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

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

Disaster Plan (See Appendix C-F)

This plan has been prepared so that, in the event of a disaster, all conceivable actions, which can be taken to ensure the safety and welfare of students and staff, will be implemented. Preparing staff, students and parents with appropriate instructions and practice in how to act and react in case of an emergency will effectively minimize the problems that will arise in such a situation. The major objectives of this plan are to save lives, protect property and give aid to disaster victims. An overall school safety plan requires a process for identifying security needs, developing prevention and intervention techniques, evaluating physical facilities and providing communication and development for staff and students.

This plan includes specific courses of action to be taken in case of an emergency or disaster. Each employee of this school is expected to be completely familiar with this plan so that he/she will be prepared to carry out appropriate responsibilities in any emergency.

The State of California Government Code* states that all public employees become emergency service workers in the event of declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

I. ACTIVATION OF EMERGENCY/DISASTER COMMUNICATION SYSTEM

In the event of an emergency or disaster, the principal or designee, depending on the nature and severity of the emergency or disaster, should immediately notify one or more of the following:

- Call 911-- to activate the emergency law enforcement, fire, and medical systems
- Superintendent--Superintendents' Office to immediately administrative staff
- Sheriff or Modesto City Police
- District Crisis Intervention Team
- Staff

Adaptations to Support Students with Special Needs or Disabilities in Emergency Situations

This section outlines the mitigating strategies and planning for the support that may be required for students with special needs in the event of an emergency. For the purposes of this document, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

Preparation

- School sites identify the students and staff with special needs and the type of assistance they will require in an emergency.
- How to best support the needs of a student who has special needs in an emergency are discussed in collaboration with the family/caregivers.
- Designated staff will be aware about triggers to better support the students in a crisis situation.
- School administration will determine, in advance, the school staff to gather and transport the medications, supplies and equipment needed for the students.
- Designated staff are trained in the proper way to move an individual in a wheelchair.
- Designated staff are trained on how to de-escalate students in a time of crises

Drills

- Drills are held regularly to familiarize the students with the routines and procedures.
- Students are shown how to get to all the exits.
- Assistive devices are used during all drills.
- Clear, succinct, verbal instructions are given

Evacuation Routes

- Evacuation routes have been designed to create fluidity and accessibility for all.
- Evacuation routes are practiced regularly.

Access to Communication

- Clear, succinct verbal instructions are given.
- Gestures are used to communicate important information.
- Pictorial representations are used where appropriate.
- Students with low vision or blindness are guided during drills.
- Designated staff will learn emergency key words (important, emergency, must leave now, fire, okay, etc) in American sign language when they have a student who needs to communicate by sign language.

Public Agency Use of School Buildings for Emergency Shelters

Through a coordinated effort with local emergency service providers, SUSD will provide temporary shelter through the use of school cafeterias and/or gymnasiums during a community disaster or emergency. District administrators, MOT Supervisors and Food Service Supervisors will work in a coordinated effort with emergency response providers to promote safe shelter for community members in need.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Notice of Regulations:

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion.

Grounds for Suspension and Expulsion:

Any student, including a student with disabilities, may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code.
11. Knowingly received stolen school property or private property.

12. Possessed an imitation firearm.

13. Committed or attempted to commit a sexual assault or committed a sexual battery.

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16. Engaged in, or attempted to engage in, hazing.

17. Engaged in an act of bullying.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation that has any of the effects described above on a reasonable student.

Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.

18. Made terrorist threats against school officials and/or school property.

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment.

Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment.

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics.

21. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, at any time, including, but not limited to, 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 school campus
4. During, going to, or coming from a school-sponsored activity

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

As students enroll in the district, school Office Managers contact previous schools to request cumulative records. When the cumulative record arrives at the school the principal reviews the file, and informs the receiving teacher in writing of any potentially dangerous student behaviors. When a student is suspended for any offense, the teacher of the student receives a copy of the suspension notice.

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

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or 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 and under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. 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.
4. 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 any district program or activity.

Complaints of sexual harassment, or any behavior prohibited by the district's Nondiscrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

1. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Nondiscrimination/Principal. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

2. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

3. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she shall be informed that such a request may limit the district's ability to investigate.

4. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action.

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

5. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.

6. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

7. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:

- a. Statements made by the persons identified above
- b. The details and consistency of each person's account
- c. Evidence of how the complaining student reacted to the incident
- d. Evidence of any past instances of harassment by the alleged harasser
- e. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
- d. The number of persons engaged in the harassing conduct and at whom the harassment was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different students

8. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information.

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

The primary responsibility for student dress lies with the parent: however, the school does enforce a reasonable dress code. Appropriate dress takes into consideration the values of the school as an institution of learning, health and safety factors during school activities, age, and pupil grade levels.

Garments, including hats and accessories, with inappropriate letters or pictures which can reasonably be deemed to demonstrate gang affiliation are not allowed.

Parents will be contacted and asked to bring appropriate clothing.

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

The school site Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. Students are taught schoolwide expectations for efficient, safe dismissals. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school.

At the beginning of each school year, school personnel take the time to discuss school expectations and safety procedures including safe ingress and egress of students. Adult supervision is also provided at the end of the day when students wait to be picked up by family members.

Staff members are vigilant about visitors on campus, and all school guests are expected to sign in at the office and obtain a visitor's badge for the purposes of identification. Office staff use an Identity Confirmation System (RAPTOR), where visitor's ID is scanned and their purpose on campus is collected. A printed label with the visitor's name, picture, and destination is provided. If the system identifies a questionable visitor, the system alerts the site administrator, lead supports, and district administrators. If a person's presence on campus is questioned by a staff member, an administrator is contacted immediately.

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

Component:

Physical Environment

Element:

To maintain a safe, clean and orderly physical environment at all school site facilities.

Opportunity for Improvement:

Teach students schoolwide expectations for safe play behavior. Identify snack zone and area for students to throw away trash. Implement student restroom expectations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a safe school and drug free environment	<ol style="list-style-type: none"> 1. Students will participate in activities to promote drug free environment. 2. Student activities regarding healthy choices will be facilitated by Student Council. 3. Counselor and PE teachers will provide guidance lesson to target healthy choices. 	Parent Teacher Group Student Council	Parent Teacher Group President Student Council Counselors	<p>During Safety, Leadership and Staff meetings, Sisk staff will review progress of goals attained and achievements realized, on an ongoing basis.</p> <p>October Safety Month includes several drills, assemblies, and outreach with community resources.</p> <p>The district counselor provides social skill lessons to all classes and provides small group intervention and a drop-in safe place during recesses.</p> <p>The P.E. team focuses on healthy physical fitness and nutrition.</p> <p>California Healthy Kids Survey will be analyzed by safety committee.</p>
Provide a safe physical environment	<ol style="list-style-type: none"> 1. Provide routine campus inspections by safety team. 2. Participate in regular lock down, fire drills, disaster drills and bus drills. Supervise school activities. 3. Review and update safety procedures handbooks. 4. Provide supervision for activities during and after school. 	Inspection guidelines	Principal and lead custodian	<p>Review and evaluate site inspection forms.</p> <p>Debrief safety drills with safety team.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain a clean school campus.	<ol style="list-style-type: none"> 1. Conduct weekly walkthroughs to ensure that campus is clean. 2. Morning announcements to encourage students to maintain a clean campus. 3. Implement schoolwide expectations for restroom use. 	Feedback to custodian	Principal and lead custodian	Weekly walkthrougths

Component:

The School’s Social Environment

Element:

To keep parents, students, and staff informed about school activities, rules, policies, and procedures and implement tiers of support to address student needs.

Opportunity for Improvement:

Consistently utilize communication tools to maintain that parents and staff are informed of school events and notices. Inform parents about community resources that are available to support their family.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Communication between school and home, and the community as a whole, needs to be structured, organized and ongoing.</p>	<ol style="list-style-type: none"> 1. Use of district and site ParentSquare online communication tool. 2. Continue to update website. 3. Send home notices and calendars in English and Spanish electronically. 3. Continue to utilize parent survey and communicate results to parents and staff. 4. Teacher/home communication app to provide consistent feedback to students and their family about positive choices in learning and social/emotional skills. 	<p>District and site website.</p>	<p>Principal School Secretary Library Media Clerk</p>	<p>The safety committee will meet at least four times during the year to evaluate and monitor progress towards goals.</p> <p>Parent Survey Results are consistently positive.</p>
<p>Communication between the administration and students, between teachers, and from class to class, needs to be structured and implemented.</p>	<ol style="list-style-type: none"> 1. Review the teacher buddy system with staff, to ensure coverage for each other at times of emergency, illness or planned absences. 2. Update the student contract to communicate student expectations. 3. Principal communicates with staff via the newsletters, emails, and face-to-face interactions. 		<p>Principal</p>	<p>The safety committee will evaluate and monitor progress towards goals.</p> <p>Review communication practices with staff at staff meetings.</p>
<p>Provide adequate supervision for students at all times.</p>	<ol style="list-style-type: none"> 1. Monthly staff, grade-alike or committee meetings work to enhance communication from administration to staff, between grade-alike teachers or specific committee members. 2. The teacher handbook specifies teacher responsibilities. Staff follow duty schedule. 		<p>Safety Committee</p>	<p>The safety committee will evaluate and monitor progress towards goals.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Implementation of PBIS to address students' social emotional needs and to increase attendance.	<ol style="list-style-type: none"> 1. Sustain a PBIS Team and implement and monitor Tier 1 interventions. 2. Counselor provides social skills lessons with all grades. 3. Principal, Counselor, and Learning Director will review student behavior trends. 4. Implement Tier 2 levels of support. 	Professional Development Training material	Site Counselor	<p>Develop a PBIS data plan to monitor attendance, discipline, and social/emotional needs of students.</p> <p>Communicate PBIS strategies with all staff members and get feedback as we implement our site plan.</p>

Component:

The School's Cultural Environment

Element:

For students, parents, and staff members to work together to insure that procedures and events are in place to promote a sense of community.

Opportunity for Improvement:

Develop and implement Tier 2 and 3 interventions for social and academic achievement.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>To provide activities which promote school pride and spirit.</p>	<ol style="list-style-type: none"> 1. A learning garden exists as a “garden club” to give students opportunities to learn through nature and teamwork. 2. Continue involving 4th and 5th grade students in Sisk Student Council, planning special student events and fundraisers. 3. Continue to encourage individual participation in activities that build community, such as the morning announcements, Friday Fest assemblies, and special recognition. 	<p>Student Council planning committee PBIS Team</p>	<p>Principal</p>	<p>During Safety, Leadership and Staff meetings Sisk staff will review progress of goals attained and achievements realized, on an ongoing basis.</p>

<p>To provide recognition for individual student achievement, social/emotional growth, and attendance.</p>	<ol style="list-style-type: none"> 1. Knight in Shining Armor daily award to recognize randomly selected students for being at school on time. 2. Sisk Kids Can assemblies to recognize students' academic and behavior performance. 3. Monthly and trimester attendance rewards for students with improved attendance. 4. PBIS Tickets are given to students for demonstrating the 3Rs (respectful, responsible, ready) or the character trait of the month. Recipients earn PBIS Rewards points and their names are entered in a weekly drawing for a prize. 5. Expectations are consistently enforced and students are recognized for following them. 	<p>Parent Teacher Group, Student Council, and LCAP to assist with purchase of rewards.</p>	<p>Principal Attendance Secretary Site Counselor</p>	<p>The site Leadership Team will determine if the recognition supports academic and behavior progress.</p> <p>Attendance records</p>
<p>To celebrate the cultural diversity of the student body at Sisk Elementary.</p>	<ol style="list-style-type: none"> 1. Promote classroom instruction and school wide activities of various cultural events. 2. Celebrate national and state holidays through music, art, and language arts. 	<p>school-wide assemblies music program STEAM day activities led by library clerk, Tech support, counselor, music teacher, PE teacher, and artist</p>	<p>Principal</p>	<p>The safety committee will evaluate and monitor progress towards goals.</p> <p>Student and Parent Survey results</p>

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

Sisk Elementary School Student Conduct Code

Conduct Code Procedures

Sisk staff members use proactive strategies to develop a positive learning environment where children are taught clear expectations for behavior and academics. The goal is to build a strong connection with students and families so that they feel Sisk School is a safe, caring place to learn. Part of this approach is to develop and reinforce clear expectations, with positive recognition and appropriate consequences so that students will choose to make safe choices.

(K) Hate Crime Reporting Procedures and Policies

The District has Board adopted policies that prohibit discrimination and/or harassment of its employees and students. Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

Any District employee, student or parent who believes they have been subject to a Hate Crime shall report this to the District through the District's Universal Complaint Procedures.

(J) Procedures to Prepare for Active Shooters

Each year staff review the Cal EMA (California Emergency Management Agency) Active Shooter Guidelines and practice the Lockdown drill procedures with students.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Sisk School takes a proactive approach through social skills lessons where students learn how to identify, respond to, and report bullying. Each year, all students complete Digital Citizenship courses before they access the computer and internet. Sisk teachers promote strong classroom communities that encourage problem solving and conflict resolution.

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is reviewed by school site council members and school staff during the first trimester. Feedback is solicited and suggestions for changes and improvements are considered and implemented as agreed upon by stakeholders. A final draft of the safety plan is presented to the Board of Education for their consideration and approval during the second trimester. Our safety plan is available to the public upon request, at the Salida Union School District Offices; and it is posted on our school and district websites for public review.

Physical Environment:

Students participated in multiple activities related to healthy choices, bullying prevention and school safety. To ensure a safe physical environment multiple site inspections were conducted and findings were reported to the appropriate departments. Emergency drills were conducted regularly throughout the school year. A yard duty aide was added to lunch yard duty supervision. The principal is visible before school and at dismissal to increase safety in the drop off/pick up areas of the parking lot.

School's Social Environment:

In an effort to strengthen communication with the community multiple tools were implemented at Sisk Elementary. Those tools include the district and school website, Parent Square communication tool, parent meetings and positive referrals to the office. High expectations for student behavior were established at the beginning of the year and continue to be reviewed throughout the year. Students are encouraged to invest in their school community in positive ways. In September, 2017, a Buddy Bench was installed on the playground and students learned how to recognize when a student feels sad and assist their peers at an assembly. The PBIS team meets on a regular basis to address student social/emotional issues.

School's Cultural Environment:

Students are recognized during Sisk Kids Can! assemblies for their academic and behavioral achievements. Students are not only recognized during assemblies, but also in their classrooms and during recess. Teachers write positive notes about students and the principal makes calls to the student's family. An attendance reward system has been established school wide which has proven to increase student attendance. An area of focus for Sisk Elementary is to reduce the number of chronically absent students.

Safety Plan Appendices

Emergency Contact Numbers

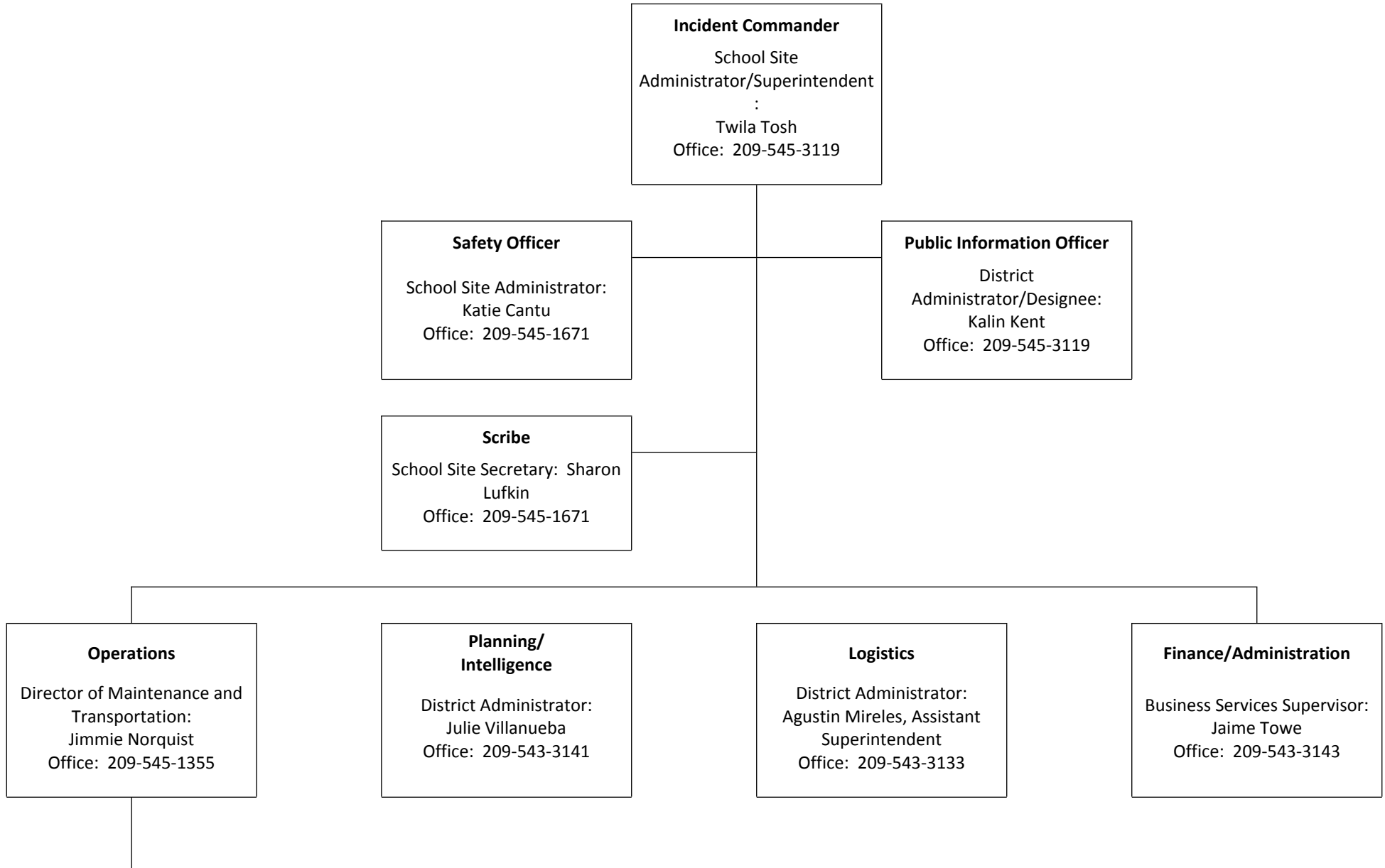
Utilities, Responders and Communication Resources

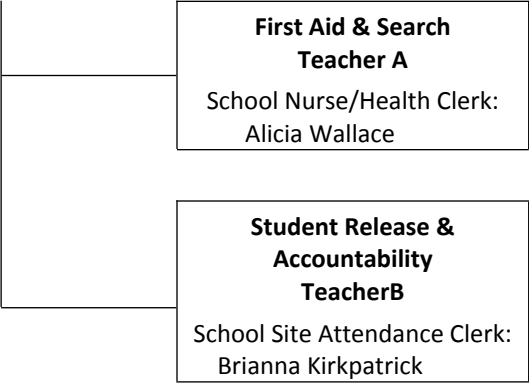
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Stanislaus County Sheriff Department	552-2468	
Law Enforcement/Fire/Paramedic	Salida Fire Department	545-0365	
Law Enforcement/Fire/Paramedic	Modesto Police Department	492-9830	
Law Enforcement/Fire/Paramedic	California Highway Patrol	545-7440	
Emergency Services	American Red Cross	523-6451	
City Services	Stanislaus County Animal Control	575-5262	
Public Utilities	Pacific Gas and Electric	800-743-5000	Extension #2
Public Utilities	Modesto Irrigation District	526-8222	
Local Hospitals	Kaiser Medical Center	735-5000	
Local Hospitals	Doctors Medical Center	578-1211	

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)
Revision and update Safety Plan draft with administrative team	2/9/2024	Within document
Review Site Safety Plan with staff	1/29/2024	staff meeting notes - office
Present and seek approval to School Site Council and ELAC	2/2023	SSC/ELAC minutes - office
Submit to School Board	2/20/2024	Board minutes - district office

Sisk Elementary School Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Emergency Response Levels:

- 1) Field Response: The field response level is where emergency response personnel and resources, under the command of an appropriate authority, carry out tactical decisions and activations in direct response to an incident or threat. This is the incident level- where the emergency response begins. SEMS regulations require the use of ICS at this level of an incident.
- 2) Local Government Level: Local governments include cities, counties, and special districts. Local governments manage and coordinate the overall emergency response and recovery activities between emergency agencies within their jurisdiction. This is the first coordination level above the Field Response. Local governments are required to use SEMS when their emergency operations center is activated or a local emergency is declared.
- 3) Operational Area: The Operational Area manages and/or coordinates information, resources, and priorities among local governments and serves as the link between the local government level and the regional level. At this level, the governing bodies are required in SEMS to reach consensus on how resources will be allocated in a major crisis affecting multiple jurisdictions or agencies. All member jurisdictions and agencies have equal influence in establishing priorities and formulating decisions.
- 4) Regional: Because of its size and geography, the state has been divided into six mutual aid regions, all with operating Emergency Operations Centers (EOC's). The Regions EOC's prioritize requests and provide support to the Operational Areas in their Regions. This is to provide for more effective application and coordination of mutual aid and other related activities.
- 5) State: The state level is located in Sacramento at the Office of Emergency Services (OES) headquarters. OES manages state resources in response to the emergency needs of the other levels. The state also serves as the coordination and communication link between the state and the federal disaster response system.

Local Command Responsibilities:

SITE PERSONNEL DUTIES AND RESPONSIBILITIES:

Among the specific functions and responsibilities of the individual school sites in the event of an emergency or disaster situation are the following:

PRINCIPAL:

1. To establish emergency procedures which include notifying emergency services (911), Superintendent, local law enforcement agencies, the fire department, and medical assistance agencies as necessary.
2. To review and update a checklist of available equipment and emergency telephone numbers.
3. To post and regularly update a checklist of available equipment and emergency telephone numbers.
4. To plan alternate routes for transporting the injured if standard routes are obstructed.
5. To establish a communications system consisting of the following elements:
 - a. Systems of specific disaster warning signals that are well known to staff and students.
 - b. System for voice-to voice communication such as intercom, public address system, or equipment such as walkie-talkies.
 - c. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - d. Designation of a telephone line and number to be used only by the principal (or authorized person) and the superintended during emergencies.
 - e. Emergency information available with a phone number that is accessible to parents, interested community members, and media to respond to inquiries in an orderly fashion.
 - f. Designation of a person for recording incidents for documentation purposes.
6. To assign duties to non-teaching personnel based on need. It is projected that the following assignments will have to be made in the event of an emergency:
 - a. Staff member(s) should be assigned to patrol the area in and around the main entrance, to direct parent, paramedics and others to the proper destination, and to prohibit press and onlookers from entering the building.
 - b. Staff member(s) should be assigned to monitor and supervise halls and corridors, ensuring that a safe and secure environment is maintained.

- c. Staff member(s) should be assigned to the site communication center (the Main Office), handling all incoming and outgoing calls, and keeping the principal apprised of all developments.
- d. Staff member(s) should be assigned to administer first aid as necessary.
- e. Staff member(s) should be assigned to release pupils to their parents or guardians. (See section on Pupil Release Procedures.)

- 7. To ensure that each classroom contains an emergency folder, which will include a drill route map, disaster instructions and procedures, current student rosters, a pen, nametags, and other necessary items. This folder should be labeled and located in a prominent place so that a substitute teacher can locate it easily if necessary.
- 8. To communicate the school's emergency/disaster warning signals. The emergency actions and signals should be shared with all students and staff.
- 9. To ensure that all key staff members (including him/herself) know where main utility shut-off valves are in case of the custodian's absence.

For each of the job titles listed below, indicate the site-specific duties and responsibilities for which each person will be responsible in the event of an emergency or disaster:

ASSISTANT PRINCIPAL / LEARNING DIRECTOR: Help principal to direct students and staff - Provide crowd control

HEAD CUSTODIAN: Control gates to prevent parents/relatives from removing students before they are officially released.

SCHOOL SECRETARY: Should have a master set of emergency cards/class lists to take out.

SCHOOL NURSE/HEALTH CLERK: Provide first aid and necessary supplies

PSYCHOLOGIST: Provide counseling as needed.

TEACHERS:

- Closely supervise and ensure student safety.
- Immediately take student attendance. Notify school office of missing/injured students.
- Take personnel items as needed
- Remain on duty until released by the site administrator.

ALL PERSONNEL:

- All certificated and classified staff are required to remain on duty until released by supervisor.

RESPONSIBILITIES OF SALIDA UNION SCHOOL DISTRICT NON-SCHOOL-SITE PERSONNEL:

SUPERINTENDENT:

Supervises the overall school emergency operations with the assistance of district and emergency services personnel. Receives input from site administrators, other district personnel and emergency services personnel to make informed decisions.

EDUCATIONAL

SERVICES:

Acts as the designated spokesperson for all disaster/emergency-related information in coordination with the superintendent, and city/county offices of emergency services. The press should be handled by the Assistant Superintendent, Educational Services exclusively and permitted to approach staff and students only after it has been determined that his contact will not cause any adverse effects. The duties of the Assistant Superintendent, Educational Services may include preparation of press releases, communication with parents, establishment of on-site rumor control/information post, and other related duties.

EDUCATIONAL

SERVICES:

Acts as a direct liaison between the Superintendent and all Emergency services. Gives information to emergency service personnel, and confers with administrators as to how to best deal with the situation at hand. Provides stakeholders with regular updates via Emergency Hotline and Salida Union School District website.

BUSINESS

SERVICES:

Direct district office personnel in answering phones for incoming emergency calls. This would include directing individuals in who/how to obtain information, answering parent concerns, assists Director of Child Nutrition Services in arranging for needed food

supplies, services as directed from Superintendent/Assistant Superintendents.

LAW ENFORCEMENT:
Operating under the direction of the superintendent assigns officers to critical areas to help maintain safe and secure environments for students and personnel. In the event of a major disaster, these officers will work in coordination with other governmental law enforcement agencies.

DIRECTOR OF MAINTENANCE, OPERATIONS & TRANSPORTATION:
Plans and provides transportation services as directed by superintendent/assistant superintendent as need by school sites to transport students home or to evacuate students and staff to designated locations. In the event of a disaster which disrupts normal communication channels (e.g., phones), the supervisor will assign a bus with a two-way radio to each site, uninvolved in the disaster.

Procures, distributes and accounts for supplies, equipment and other resources as needed. Assists custodial staffs at school sites as necessary, ensuring that all gas, water, and electricity is shut off or provided under safe conditions. Provides crew to be called in immediately following a disaster to completely clean and repair damages as soon as possible.

DIRECTOR OF CHILD NUTRITION SERVICES:
Oversees the proper storage, preparation and delivery of food and water to the various sites as necessary. If the extent of the disaster dictates that schools become designated disaster center, the manager will work with other community and government agencies to ensure that adequate water and food supplies are made available to each center.

NURSES:
Act as medical/health coordinator. Allocate medical care and supplies as needed. Maintain casualty reports and, in the case of a major disaster, works in coordination with the county health personnel and/or emergency medical personnel.

OTHER DISTRICT PERSONNEL:
In the event of an emergency, performs duties as directed by their supervisors. In the event that any non-school-site personnel are in transit within the district when an emergency occurs (e.g., an earthquake), they are to report to the nearest school site as soon as it is safe to do so, and report their location to their supervisors.

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

This plan has been prepared so that, in the event of a disaster, all conceivable actions, which can be taken to ensure the safety and welfare of students and staff, will be implemented. Preparing staff, students and parents with appropriate instructions and practice in how to act and react in case of an emergency will effectively minimize the problems that will arise in such a situation. The major objectives of this plan are to save lives, protect property and give aid to disaster victims. An overall school safety plan requires a process for identifying security needs, developing prevention and intervention techniques, evaluating physical facilities and providing communication and development for staff and students.

This plan includes specific courses of action to be taken in case of an emergency or disaster. Each employee of this school is expected to be completely familiar with this plan so that he/she will be prepared to carry out appropriate responsibilities in any emergency.

Step One:

School administration, teachers and support staff must be continually aware of their school site environment. Striving to maintain a safe and secure environment at all times. Whenever a potentially dangerous situation arises, it is the responsibility of all adults on campus to recognize and identify potentially dangerous conditions. Further, it is the responsibility of all adults on campus to evaluate the threat and take action. The first action is to secure the safety of students and begin the communication chain.

Step Two: Identify the Level of Emergency

Once a potentially dangerous situation has been observed, the next step is to evaluate who is in danger and the severity level of the threat. The responsible adult in the immediate location may take the necessary steps to eliminate the threat and then contact their site administrator. The responsible adult in the immediate location may secure students in that location and then contact their site administrator. Evaluating the threat level of any situation is the responsibility of all adults on campus and they must contact their site administrator to begin the communication chain.

Step Three: Determine the Immediate Response Action

In an emergency situation it is the responsibility of all adults on campus to take action. In all cases, securing their personal safety and the safety of students is the top priority. At times the immediate response may be to eliminate the danger and in other situations the immediate response may be to contact an administrator or support staff. This is a determination that must be made by the adult who is in the immediate location of the threat.

Step Four: Communicate the Appropriate Response Action

In the event of an emergency or disaster, the principal or designee, depending on the nature and severity of the emergency or disaster, should immediately notify one or more of the following:

- Call 911 - to activate the emergency law enforcement, fire, and medical systems
- Superintendent - Superintendents' Office to immediately notify administrative staff
- Sheriff or Modesto City Police
- District Crisis Intervention Team
- Staff

Types of Emergencies & Specific Procedures

Aircraft Crash

This type of disaster would probably be similar to that of any explosion. The sound of the crash or the subsequent explosion may be the only warning for this type of emergency. In the event this occurs, the following actions will be taken.

Responsibilities

Principal

1. Call 911.
2. Determine which emergency action should be implemented, and notify staff member(s).
3. Notify the superintendent.
4. Make sure that all students and staff members are to stay away from aircraft.

Staff

1. Take immediate action, as necessary, to ensure the safety of students.
2. Await further directions.

Animal Disturbance

In case of an animal disturbance, the custodian is our first responder. When necessary, county agencies are notified to address the issue.

Armed Assault on Campus

Weapons on Campus:

Due to the nature of the society in which we now live, and due to the ready availability of all types of lethal weapons, it is quite possible that guns and other weapons may be brought onto a campus, either by students (more likely at the secondary level) or outsiders. If it is ascertained by school personnel that a weapon(s) has been brought onto the campus, the following emergency actions will be taken.

Responsibilities:

Principal

1. Call 911, proceed under their direction.
2. Initiate Action Secure Building. Students in play areas or on athletic fields will return to their classrooms under the supervision of staff members.
3. Notify the superintendent.

Staff

1. Follow Action Secure Building procedures.
2. Maintain supervision of students until further notice.

If an individual(s) begins firing a weapon(s) on or near campus, the following actions will be taken.

Principal

1. Inform staff supervising students in classroom to initiate Shooter on Campus protocol.
2. Immediately notify law enforcement and other appropriate agencies, such as paramedics (911).
3. Notify the superintendent.
4. Work in coordination with supervisors of law enforcement agencies until the situation is resolved.
5. Initiate pupil release procedures if it becomes necessary to evacuate.

Staff

1. In classrooms, maintain Shooter on Campus protocol until the situation is resolved.
2. Close doors and curtains.
3. In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action Drop; this should be done only when there is no chance for students to reach safer areas.
4. Move to other location only when directed or circumstances warrant such action

Biological or Chemical Release

Hazardous material incidents of a disastrous magnitude might include tank truck or railway tank car accidents involving large quantities of toxic gases or an industrial chemical explosion. These may also include biological hazardous materials delivered through the mail or other methods of delivery. (These could be extremely serious for those schools located near freeways, railway tracks, or industrial plants. They may also include biological hazardous materials delivered through the mail or other methods of delivery.)

Responsibilities

Principal

1. Contact the fire department and appropriate law enforcement agencies (911).
2. At direction of fire department or sheriff department, with the supervisor's input, determine whether Action Secure Building, Action Leave Building, or Action Evacuation will be initiated. (In certain cases, the principal may have to initiate an action without conferring with the supervisor.)
3. At direction of fire department or sheriff department, direct staff as to the route to follow (crosswind rather than up or downwind in order to avoid toxic fumes) if walking is the only means of evacuation.
4. Direct other action as required.

Staff

1. Follow the guidelines of which action plan has been initiated.
2. Notify the school office of any missing student.

Bomb Threat/ Threat Of violence

Bomb Threats:

Although bomb threats are not uncommon, there has never been an actual bomb discovered in a district building. Notwithstanding this fact, all such threats must be taken seriously.

Responsibilities

Staff (person receiving call)

1. Remain calm and keep the bomb threat caller on the phone as long as possible.
 2. Dial *69 and obtain the caller's phone number if possible.
 3. Complete as much of the Bomb Threat Checklist as possible. (Next page)
 4. Immediately notify the principal or site administrator of the threat.
- If they are unavailable call 911.

Principal

1. Notify the appropriate law enforcement agencies and the fire department (phone 911), and, if it is deemed necessary, implement Action Leave Building.
2. Notify the superintendent.
3. In the event of a school evacuation, initiate a school search for the device. The search is to be conducted by law enforcement agencies with the help of appropriate school staff (e.g., site administrator and custodian).
4. Keep students and staff out of all buildings until advised by law enforcement agencies and/or the fire department that it is safe to return.

Bombs:

A bomb can be enclosed in either a parcel or an envelope, and its outward appearance is limited only by the imagination of the bomber. However, mail bombs have exhibited some unique characteristics which may assist you in identifying a suspect mailing. The key is to consider all possible suspicious markings and to investigate them prior to opening a letter or a package. To apply these factors, it is important to note if the mail is consistent with that normally received by the address.

1. Mail bombs may bear restricted endorsements such as "personal" or "private" (to further insure they are received by specific person). This factor is important when the addressee does not normally receive personal mail at the office.

2. Is the return address missing? If not, does it match the location of the Postal Service's cancellation mark? (A package with a Georgia return address, for example, should not have a New York post office cancellation mark.)
3. Mail addressed to a person at an organization may show inaccurate name and/or position title for the addressee.
4. Mail bombs may reflect distorted handwriting, or the name and address may be prepared with homemade labels or cut-and-paste lettering.
5. Mail bombs may have protruding wires, aluminum foil, or oil stains visible and may emit a peculiar odor (such as that of almonds or machine oil).
6. Mail bombs may have an excessive amount of postage stamps affixed.
7. Incorrect postage in the form of stamps from a business return address is particularly suspect, since commercial mailers exercise tight controls over mailing costs and often use postage meter strips, not stamps, to pay their postage.
8. Letter bombs are usually at least 1/4 inch thick and are bulkier than normal letters. They may feel rigid or appear uneven or lopsided.
9. Parcel bombs may be unprofessionally wrapped with several combinations of tape used to secure the package and may be endorsed "Fragile - Handle with Care" or "Rush - Do Not Delay" (to guarantee safe and prompt delivery).
10. Parcel bombs may have an irregular shape, soft spots, or bulges, and may have an uneven distribution of weight.
11. Parcel bombs may make a buzzing or ticking noise or a sloshing sound.
12. Pressure or unusual resistance may be noted when removing the contents from an envelope or parcel which contains a bomb. This should serve as a warning to recipients.

SAFETY RULES FOR BOMB SEARCHES

To insure the safety of search team members and occupants of the areas being searched, the following safety rules should be rigorously adhered to during a bomb search:

1. Don't horseplay.
2. Don't become careless and overconfident, but complete the search as quickly as possible, and remember that more than one object may be planted.
3. Don't smoke in the immediate vicinity of a suspect object.
4. Don't allow two-way radio transmission in the vicinity of a suspect object. Static electricity can cause electric fuse caps to explode.
5. Don't accept identification markings on a suspect package as legitimate.
6. Don't touch a suspect box or cylindrical object. It may contain sliding contacts, mercury switches, or a balanced pendulum fusing system.
7. Don't cut a string or any other object attached to a suspect package because there may be a pressure release device.
8. Don't submerge a suspect object in water.
9. Don't shake or jar a suspect object because this may cause chemicals to mix and explode.

Bus Disaster

Student Instruction:

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows:

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
 - a. Proper loading and unloading procedures, including escorting by the driver
 - b. How to safely cross the street, highway, or private road
 - c. In school buses with passenger restraint systems, instruction in the use of such systems including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
 - d. Proper passenger conduct
 - e. Bus evacuation procedures
 - f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

Bus Accident:

In the event of a school bus accident, the driver shall immediately notify the California Highway Patrol, the Superintendent or transportation supervisor, and, if the bus is operated under contract, the driver's employer. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary.

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

Disorderly Conduct

Campus unrest may result, for example, when students move about in large groups, challenging authority, committing acts of vandalism, etc., to point where the principal determines that the safety of students and staff is jeopardized.

Responsibilities

Principal

1. Initiate Action Secure Building.
2. Notify the appropriate law enforcement agencies (911) and superintendent.
3. Inform students who refuse to report to class that they are subject to suspension, expulsion, and possible arrest.
4. Utilize non-teaching staff, district police officers, central office personnel, etc., to move students either into classrooms or off campus.
5. Instruct all staff members to take names of all students who fail to cooperate.
6. If time permits and staff members are available, parents of uncooperative students are to be called.
7. Under extreme circumstances, discuss closing of school with Supervisor. **SCHOOLS MAY CLOSE ONLY AT THE DIRECTIONS OF THE SUPERINTENDENT/DESIGNEE.**

Staff

1. Teachers will maintain classes as on a regular school day schedule.
2. Non-teaching school staff members will act at the direction of the principal

Earthquake

Earthquake:

Students and Staff are trained on earthquake procedures during the school year. Students and staff are taught the procedures to follow in case of an earthquake. Drills are held regularly to familiarize the students and staff with the routines and procedures.

Since earthquakes occur without warning, the following actions will be initiated when school site personnel become aware that an earthquake is in progress.

Responsibilities:

Staff

1. Initiate Action Duck, Cover and Hold or Action Drop.
2. Maintain in the Duck, Cover and Hold or Drop positions until the all-clear sounds.
3. Administer immediate first aid as necessary and notify office personnel.
4. Maintain order among students in a calm, matter-of-fact manner.

Principal/Staff

1. Notify emergency services when necessary (911).
2. Initiate Action Leave Building as soon as the quake subsides and it is determined that an evacuation is necessary and evacuation routes are safe.
3. Notify the superintendent and appropriate law enforcement agencies as necessary.
4. Check to make sure that all students are safe and accounted for. (The "buddy systems" could be used in this type of situation.)
5. Report missing students.

Custodian

1. Shut off all utilities, if necessary.
2. Report to site administrator.

Principal

1. Inspect all buildings, with assistance, for possible damage and injured personnel and students. Verify w/class lists & absence lists.
2. Notify the superintendent as to the damage, and recommend whether to continue with the regular program or proceed with alternate plans.
3. Have an assigned staff member keep you informed of any pertinent information being broadcast on the local radio station, see emergency station numbers (page 3).
4. Give the order to return to the buildings only after they have been inspected and found to be completely safe.

Severe Earthquake:

In a worst-case scenario, where the earthquake is so severe as to disrupt all phone communications and make many streets impassable, school site personnel will have to use their best judgement as to how to operate. However, they shall:

Principal/Staff

1. Follow basic guidelines under earthquakes heading.
2. Maintain supervision of students. Remember that pupil safety will be of top priority at all times.
3. Monitor radio broadcasts for information and possible instructions.
4. If feasible, send a staff member by automobile to emergency headquarters for further instructions.
5. Initiate pupil release procedures and other emergency actions as necessary, based on directions from the superintendent and other community agencies.

Explosion or Risk Of Explosion

Explosion:

The sound of an explosion may be the only warning of this type of disaster. The following actions should be implemented if an explosion occurs.

Responsibilities:

Staff

1. Teachers with students in classrooms initiate Action Duck Cover and Hold.
2. Staff members with students in open areas are to initiate Action Drop.
3. If no apparent danger exists, staff will remain with students in the classrooms or on the grounds and await further instructions.

Principal

1. Assess the situation and determine whether any actions (e.g. Action Leave Building) are necessary.
2. Notify the emergency services (911) and superintendent, if needed.
3. Apprise the staff of the situation as quickly and calmly as possible.
4. Take any follow-up action that is necessary.

Fire in Surrounding Area

In the case of a fire in the surrounding area near a school campus, a line of communication will be established between the District Office/Maintenance and Transportation and the Salida Fire Department. District officials will maintain communication with the Salida Fire Department and update the school site administrator as information is attained.

As a precaution, the school sites emergency response plan for Fire on School Grounds will be put on standby. Additionally, the District Office and Transportation Department will remain on standby and ready to activate the District's school site evacuation plan.

Fire on School Grounds

Fire:

In the event that a fire is detected within a school building, the following actions will be taken.

Responsibilities:

Note: Whoever discovers the fire will immediately sound the fire alarm and notify the office and provide details of the situation.

Principal

1. Notify the fire department (911) and superintendent.
2. Monitor Action Leave Building.
3. Check with staff for missing students.
4. Confer with fire department officials about returning to the building and for further instructions.
5. In the event of a fire near the school, determine which of the foregoing actions are required.

Staff

1. Implement Action Leave Building, and direct students to fire drill location or a safe location.
2. Maintain control of students at a safe distance from the fire and fire fighting equipment.
3. Render first aid as needed.
4. Do not return students to the building until the all-clear bell rings.

Custodian

1. Close the gas shut-off valve and other utilities, if necessary.
2. Open the fire access gates and keep access roads clear for emergency vehicles.

Flooding

Flood:

The extent of the flood and the time available prior to its arrival will dictate the course of action to be taken. The principal will initiate the following emergency action(s) after notification from Emergency Headquarters.

Responsibilities:

Principal

1. Notify the Superintendent.
2. Initiate Action Evacuation, Action Convert Building, or, at the direction of the superintendent, Action Go Home, depending on the nature, extent, and location of the flood.

Staff

1. Follow the site plan for the indicated action.
2. Maintain pupil supervision as long as necessary. (The "buddy System" may be used here.)
3. Report any missing pupils to the site administration.

Loss or Failure Of Utilities

Utility Outage:

Although utility failure is not a disaster, it may be necessary to release students from school due to lack of heat, light, water, or other unforeseen circumstances. If the superintendent (or designee) determines that this release is necessary, then it is incumbent on school personnel to ensure that students are well supervised and safe at all times.

Responsibilities:

Principal

1. Notify emergency services if necessary (911).
2. Notify the superintendent's office and await direction.
3. Initiate Action Go Home only upon the direction of the superintendent.
4. Direct the loading of students into buses and automobiles.
5. Allow students to leave only if the parents have been notified and have been given permission to leave school.

Staff

1. Notify the school secretary of any missing students.
2. Post signs in prominent places (e.g., outside doors) indicating where students have been relocated, if not sent home.

3. Follow pupil release procedure if parents or other adults pick up pupils personally.
4. Physically handicapped students are to report to predesignated location at the site. Special Education assistants will supervise the loading of these students into bus, van, and/or automobiles.

Motor Vehicle Crash

In the event on a nearby Motor Vehicle Crash which may introduce students to a traumatic scene either en route to or from school, the school will deploy custodial and administrative personnel to reroute the students to avoid the area of the motor vehicle crash. If needed, the school will contact the Director of Maintenance and Operations to provide transportation for students so that they may avoid the scene of the crash.

Psychological Trauma

Current staffing within the District maintains two School Psychologists, six certified counselors, two school nurses and five health clerks. In a time of psychological trauma being experienced by a student or staff member these district employees will be made available to support and assist. A coordinated effort between school leaders and specially trained staff members will be initiated in an effort to meet the identified needs. In the case where the need extends beyond the expertise of the district staff, outside resources will be sought out to assure that the individual's psychological needs are being cared for.

Suspected Contamination of Food or Water

If the District or one of its school sites determines that the food and/or water supply has been contaminated, the contaminated items will be immediately quarantined and held from distribution to students or staff. Site administration will immediately contact the Superintendent or designee and the Acting Director of Food Services. Working collaboratively, administration and Food Service staff will take steps to eliminate the contaminated items and secure a new source of food and/or water for students and staff.

Tactical Responses to Criminal Incidents

Occasionally, our school will be asked by local law enforcement officials to go into lock down or take other precautionary measures due to police or criminal activity in the area. In such instances, the site will be notified district office of the lock down and work with the law enforcement agency. At the conclusion of the event, the site will communicate with the parents the nature of the lock down.

Unlawful Demonstration or Walkout

The Board of Trustees desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent or designee may request law enforcement assistance.

The Superintendent or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the Superintendent or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.

Emergency Evacuation Map

