

Comprehensive School Safety Plan

**2022-2023
School Year**

School: Oak Grove Elementary/Willowside Middle School Charter School (1st-8th Grades)

CDS Code: 49708396051890

District: Oak Grove Union School District

Address: 8760 Bower Street/5285 Hall Rd.
Sebastopol, CA 95472/Santa Rosa, CA 95401-5566

Date of Adoption:

Date of Update: 11-4-22

Date of Review:

- with Staff 1/12/2023
- with Law Enforcement
- with Fire Authority 12-16-2020

Approved by:

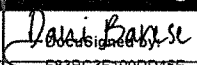
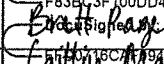
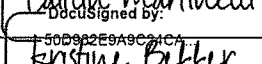
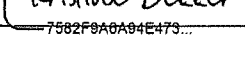
Name	Title	Signature	Date
Dani Barese	Principal		2/2/2023
Brett Page	Dean of Students		2/3/2023
Site Council Chair	Caitlin Martinnelli		2/2/2023
Site Council Secretary	Kristine Bekker		2/2/2023

Table of Contents

Comprehensive School Safety Plan Purpose.....4

Safety Plan Vision.....4

Components of the Comprehensive School Safety Plan (EC 32281).....5

 (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)6

 (B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....6

 (C) School Suspension, Expulsion and Mandatory Expulsion Guidelines7

 (D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....7

 (E) Sexual Harassment Policies (EC 212.6 [b])7

 (F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)7

 (G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)7

 (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)7

 (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)10

 (K) Hate Crime Reporting Procedures and Policies11

 (J) Procedures to Prepare for Active Shooters.....11

 Procedures for Preventing Acts of Bullying and Cyber-bullying.....13

Safety Plan Review, Evaluation and Amendment Procedures.....14

Safety Plan Appendices15

 Emergency Contact Numbers16

 Safety Plan Review, Evaluation and Amendment Procedures17

 Oak Grove Elementary/Willowside Middle School Charter School (1st-8th Grades) Incident Command System18

 Incident Command Team Responsibilities19

 Emergency Response Guidelines20

 Step One: Identify the Type of Emergency20

 Step Two: Identify the Level of Emergency.....20

 Step Three: Determine the Immediate Response Action20

 Step Four: Communicate the Appropriate Response Action20

 Types of Emergencies & Specific Procedures.....21

 Aircraft Crash21

Animal Disturbance21

Armed Assault on Campus22

Biological or Chemical Release.....24

Bomb Threat/ Threat Of violence25

Bus Disaster.....26

Disorderly Conduct26

Earthquake27

Explosion or Risk Of Explosion28

Fire in Surrounding Area30

Fire on School Grounds.....31

Flooding32

Loss or Failure Of Utilities32

Motor Vehicle Crash33

Psychological Trauma.....33

Suspected Contamination of Food or Water34

Tactical Responses to Criminal Incidents34

Unlawful Demonstration or Walkout.....35

Emergency Evacuation Map.....36

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 Oak Grove Union School District Office/Willowside Middle School.

Safety Plan Vision

The Oak Grove Union School District is committed to ensuring that students enrolled in this district, and all employees, attend campuses that are safe and secure. The district believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by each school in the district. The district intends that parents, students, teachers, administrators, counselors, classified personnel and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the board for approval.

Components of the Comprehensive School Safety Plan (EC 32281)

Oak Grove Elementary/Willowside Middle School Charter School (1st-8th Grades) Safety Committee

Dani Barese Principal
Brett Page Dean of Students
Tony Padilla Maintenance
Deb Grima-Lowe Teacher
Lisa Berges Teacher
Sophia Baldry Office Manager

Assessment of School Safety

Spring 2022 YouthTruth Survey (87% response rate in grades 6-8, 381 of 409):

Areas of pride/strength:

69% of students agree that they feel safe during school (61st percentile rank).
74-80% of students agree or strongly agree that the adults in their school respect people from different backgrounds in several categories (70th-85th percentile rank).
74% of students agree or strongly agree that students are friendly to them (83rd percentile rank)
69% of students agree or strongly agree that their teachers care about them. (81st percentile rank when compared with other schools)
45% of students agree or strongly agree that students want to do well in class. (44th percentile rank)

Areas for growth:

35% of students agree or strongly agree that students treat the teacher with respect (51st percentile rank)
51% of students enjoy school most of the time (61st percentile rank)
41% of students agree or strongly agree that when they are feeling upset, there is an adult at school that they can talk to (62nd percentile rank).
68% of the students feel that the adults on campus treat students with respect.

A majority of staff members had CPR training on 1/3/22.

Other Data Sources:

Youth Truth Survey
Annual Fire Inspection
Annual RESIG Safety Inspection

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

The Coordinated Service Team meets weekly to discuss students of concern. The Principal, Dean, and counselor also meet once a week to discuss student concerns and programs.

Students have the option of attending non-academic lunch groups to combat student isolation. Programs include Crafty Club, Student Council, American Game Club, Environmental Justice Coalition, GSA, Library has Chess Club & other activities, and Art Club.

The school counselor meets with students whole-class, individually, and in small groups as needed.

The district has partnerships with Social Advocates for Youth (SAY) and the Sonoma County Office of Education, and Keystone to provide

additional counselors to meet with students on campus. Individual and group counseling is provided by Keystone this school year 2022-23

The coordinated service team utilizes trauma-responsive and restorative practice techniques to help resolve student conflicts.

Welcoming Schools curriculum is utilized to address anti-bullying, especially in regards to gender expression and sexual orientation.

Character Strong: Social Emotional learning curriculum during Advisory

6th, 7th & 8th grade comprehensive sexual education curriculum includes information on harassment, and domestic violence, and other appropriate development issue that come up during puberty.

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

(EC 32282(a)[2](A); EC 44691; PC 11165.5; PC 11165.7; PC 11166) All school staff are trained in Child Abuse Reporting Procedures annually using the Target Solutions online mandated reporter training module. All school staff actively monitor the safety and welfare of all students, and all school and district employees are mandated reporters. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse to Child Protective Services and the school principal. Attach or reference: • OGUSD Board Policies: 5141.4 4119.21/4219.21/4319.21 • CDE resources: <http://www.cde.ca.gov/ls/ss/ap> • Online training: <https://mandatedreporter.ca.com/training/school-personnel> • Other training resources used • Child Abuse Reporting Form and Instructions Form

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

Disaster Plan (See Appendix C-F)

- B. DISASTER RESPONSE PROCEDURES (EC 32282(a)[2](B); GC 8607; GC 3100)
<http://www.gamutonline.net/district/oakgrove/> The Oak Grove Union School District maintains an Emergency Operations Plan (EOP) at each school site. Site specific information is included and updated annually. Students are instructed in their classrooms each year about safety procedures. Student and Staff Drills are conducted as listed below. Maps and procedures and more information are included in our full Emergency Operations Plan (EOP). Under Government Code 3100, all school personnel are Disaster Services Workers and are required to assist during a disaster until they are released by the Incident Commander/District Superintendent. Type of Drill Frequency Fire 1x a month per AR 3516.1 Earthquake (Drop, Cover, Hold On) 2x a year Evacuation 1x a month Intruder/Lockdown 2x a year Student release procedure 1x a year These protective measures are taken before, during and following an earthquake Mitigation Assess existing or potential hazards on and off campus Identify nonstructural hazards on campus and develop a plan of action to address the hazards Preparedness Establish and Train in NIMS/SEMS and ICS Conduct Drills for Students and Staff in Drop/Cover/Hold Conduct Evacuation Drills for Students and Staff Conduct Drills for Students, Staff and Family in the Student Release Procedures Coordinate, plan and train with Law Enforcement and Fire Acquire emergency equipment and supplies Coordinate with SCOE S.O.S. Crisis Response Team Response Evacuate buildings and the school campus if necessary Release students as needed Initiate search and rescue efforts as needed Handle triage, medical aid, and mental health emergencies as needed Recovery and Reconstruction Assess building and campus safety and damage Identify contacts for support as needed Mobilize the Crisis Response team as needed Make plans to relocate classes and other academic business at an alternate site as needed Track costs to delineate expenditures Debrief Update plan as needed Attach or reference: OGUSD Board Policies: 3514, 3514.1, 3515, 3515.2, 3515.5, 3516, 3520 District EOP, or Table of Contents, and school site specifics for Building Disaster Plan (Emergency Procedures) Annex A and Table of Contents of OGUSD EOP and school site specifics for Building Disaster Plan (Emergency Procedures) Pandemic 3/21/2020 thru Fall 12/18/2020, Distance Learning Extended until January 31, 2021

Public Agency Use of School Buildings for Emergency Shelters

OG: MOU with Graton Community Preschool, 8877 Donald St., Graton, CA 95444, WMS: Santa Rosa Golf and Country Club, 333 Country Club Dr, Santa Rosa CA

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

(EC 32282(a)[2](C)) It is the intent of the governing board to maintain a safe learning environment for all students. Student behavior management is conducted in a manner consistent with federal law, the Education Code of California, governing board policies and district administrative regulations. School staff members adhere to the procedures set forth in the Student and Parent Handbook. Attach or reference: • OGUSD Board Policy 5144.1 <http://www.gamutonline.net/district/oakgrove/> OGUSD Student Code of Behavior • Student and Parent Handbook • The Willowside Way In addition, Reference OGUSD Guide for Parents/Guardians and Students and technology use agreement.

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

(EC 32282(a)[2](D); EC 49079) In accordance with EC 49079 the Superintendent informs the teacher of any student in his/her class who has engaged in, or is suspected of, any act during the previous three years which could constitute grounds for suspension or expulsion under EC 48900. Attach or reference: • District Board Policies and Administrative Regulations: 5131.7, 5137 <http://www.gamutonline.net/district/oakgrove/> • Specific District/School information should be included • Teacher Notification Forms • Other documents or MOUs with agencies if applicable

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

(EC 32282(a)[2](E); EC 234.4) The Oak Grove Union School District and Willowside Middle School are committed to maintaining a safe school environment that is free from discrimination and harassment. Discrimination against any student or employee and/or sexual harassment of any student or employee by another person is prohibited. Attach or reference: • OGUSD Board Policies/Administrative Regulations: 5145.7, 4119.1/4219.1/4319.1 <http://www.gamutonline.net/district/oakgrove/> • OGUSD Board Policy: 5145.9, for offenses involving hate-crime characteristics • Complaint and Investigation Procedures • Any School Site Specific Procedures • Student and Parent Handbook

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

(EC 32282(a)[2](F)) Students are expected to dress in a way that is safe, not distracting to themselves or others, and allows them to fully participate in their academic and physical education activities. Attach or Reference:

- OGUSD Board Policy and Administrative Regulation: 5136, 4119.22 <http://www.gamutonline.net/district/oakgrove/>
- Site specific rules and procedures

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

(EC 32282(a)[2](G)) Oak Grove Union School District annually defines procedures for safe ingress and egress of pupils as well as details regarding the nature and hours of campus supervision, locations of safe drop-off and pick-up of students and the safe ingress and egress to the campus. Supervision of students on campus begins at 8:00 am (Willowside) or 8:15am (Oak Grove) until the final bell of the day. Students without a way home are escorted to the office by the classroom teacher. Staff are positioned along crosswalk approximately 10 minutes before and after school. The school administrator, teachers, and classified support staff are strategically placed on campus to monitor student behavior during before school time, morning recess, lunch, and lunch recess. When students are dismissed at the end of the day, parents are expected to take charge of their student and/or arrange for supervision with another responsible adult to ensure that students either travel to after school activities or leave campus in a safe and orderly manner. Dismissal procedures vary according to grade level. Kindergarten students are released individually by the classroom teachers to their parents at the kindergarten classroom. In all other grades, students are released at the end of the school day to their individual arrangements. When students leave the classroom, they are asked to return and inform the teacher/office if their after school transportation can't be found. The office calls parents or other emergency contacts to arrange student pickup. For those students who stay for after school for enrichment classes, they will be supervised by the enrichment specialist until a parent or guardian collects them. Students are not allowed to leave school grounds during school hours without permission and being checked out through the office.

Visitors Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check-in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure. Safe parking, sidewalks, and crosswalks are provided.

Attach or Reference: - District Board Policies and Administrative Regulations: 5131.1, 5142.2, <http://www.gamutonline.net/district/oakgrove/> - School Site Maps - District and School Site Visitors Policy and Procedures - Student and Parent Guide

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

Component:

Ensuring a Safe and Orderly Environment

Element:

Establish a safe and healthy outdoor recess environment through organized games and activities that have clear boundaries and expectations

Opportunity for Improvement:

Clarifying student expectations during breaks and lunch that have less structured time.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Structured games , activities, and clubs	Breaks and Lunch	Teachers, Aides, and Counselors	Counselor	Analysis of Youth Truth Surveys, Discipline data
Student Expectations	Presentations first week of school,Willowside Way Tours	Principal, Dean , Counselor	Principal/Counselor Dean	Principal/Dean Grade Level meetings first week of school.
Character Strong	6-8 grade Advisory	Teachers	Counselor/Teachers	Third year
De-escalation Training	Training	SCOE/Trainings	Principal	staff requested more training
Trauma informed care	Training	SCOE/TRaining	Principal	
Welcoming Schools	Staff Training		Principal/Director of Student Services	

Component:

Place: Ensuring A Safe And Orderly Environment

Element:

Maintain systems of support for social emotional wellness and increase student agency to navigate and negotiate peer conflicts

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain systems of support for social emotional wellness and increase student agency to navigate and negotiate peer conflicts	Implement regularly schedule lessons that address SE needs. Welcoming Schools, Willowside Way, Restorative Practice, counseling for individual and small groups	Willowside Way, Restorative Practices, Counseling	Principals, Dean , and Counselor	YouthTruth Data, Counseling Data, Discipline Data as well as Healthy Kids Survey
Character Strong	Implement Character Strong during advisory as another component for SEL support.	Character Strong program, counseling sessions	Counselor and teachers utilize during Advisory time	
Club Activities	Clubs creating opportunities and activities during lunch time	Leadership, Character Strong, Restorative Practices, Kindness Themes	Teacher supervisors	
Keystone Counseling	Individual and group counseling sessions	Keystone Counseling program	Counselor	
Welcoming Schools	Staff Training	Welcoming Schools program	Director of Student services/Principal	

Component:

Ensuring A Safe And Orderly Environment

Element:

The Safety Committee and Maintenance Staff Will Address RESIG and Fire Marshall Reports

Opportunity for Improvement:

Address Findings and Correct Any Violations

Objectives	Action Steps	Resources	Lead Person	Evaluation
Knox Box	Update		Michael B	Completed
Doors into Electrical control panel rooms shall be marked with a plainly visible and legible sign stating Electrical Room or similar approved wording.	Label		Michael B	
Restore emergency lighting that is out. A max to minimum illumination uniformity ratio of 40 to 1 shall not be exceeded. Exit lighting r17	Replace with appropriate lighting		Michael B, Custodial staff	
Exterior walls separating the exterior area of assisted rescue from the interior of the building shall have a minimum fire-resistance rating of 1 hour, rated exposure to fire from inside.	exterior wall construction shall extend horizontally not less than 10 feet beyond landing		Michael B	
Fire Extinguisher shall be selected, installed and maintained in accordance with Cal code of regulations.	inspect and update		Michael B.	
Fire rated spray of pipes in Electrical room				
Fire Alarm tested monthly/ Service of fire alarm panel in room 17	inspections and maintenance		Northbay AVS	
Please provide class K extinguisher for Kitchen, and fire rated tin around hot water heater	Order		Michael B	

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

Oak Grove Elementary/Willowside Middle School Charter School (1st-8th Grades) Student Conduct Code

RULES AND PROCEDURES ON SCHOOL DISCIPLINE(EC 32282(a)[2](I))

In order to provide a positive and safe learning environment for students, Willowside Middle School has created school wide expectations for behavior and discipline. Attach or Reference: • OGUSD Board Policies and Administrative Regulations: 5131, 5137, 5144 • Student and Parent Handbook • School Rules <https://www.ogusd.org/Page/331>

Conduct Code Procedures

Reference OGUSD Guide for Parents/Guardians and Students and Technology Use Agreement.

(K) Hate Crime Reporting Procedures and Policies**K. BULLYING PREVENTION POLICIES & PROCEDURES(EC 234.4)**

Oak Grove Union District and Willowside Middle School recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Willowside Middle School has developed strategies to support a safe and orderly environment free from bullying and intimidation. No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

Attach or Reference: • District Board Policies and Administrative Regulations for this section including: • Complaints and Investigation Procedures • Discipline Policies and Procedures • Policies and Procedures Against Retaliation • Staff Training Policies and Procedures • District Board Policies and Administrative Regulations for student use of technology • District Board Policies and Administrative Regulations on Discrimination and Harassment including procedures for offenses involving hate-crime characteristics • Site Specific school rules, bullying prevention and intervention programs (including cyberbullying)(OPTIONAL) **ROLES AND RESPONSIBILITIES OF OTHER PROFESSIONALS WORKING ON CAMPUS(EC 32282.1)** Oak Grove Union School District and Willowside Middle School has guidelines for the roles and responsibilities of the positions that provide collaborative services on campus. These include [mental health professionals, community intervention professionals, school counselors, after-school program staff, school resource officers, and police officers on school campuses.] Attach or Reference: • District Board Policies and Administrative Regulations for this section • District and School Site Specific MOUs and/or confidentiality agreements • SCOE S.O.S. Crisis Response Team Manual or Brochure -See board policy: <https://www.ogusd.org/Page/331Technology> and computer use agreement: https://drive.google.com/file/d/1LcZcDKRCdY_4H_ASBYoh1pOCl6TzgCyf/view

(J) Procedures to Prepare for Active Shooters**J. TACTICAL RESPONSES (SEE EOP, ANNEX B)(EC 32282(a)[2](J))**

The Oak Grove Union School District, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury.

Attach or Reference:

District Board Policies and Administrative Regulations: 3516, 3516.1, 3516.2, 3516.3, 3516.5

Procedures for School Site Specific Shelter-in-Place, Lockdown and Evacuation from Annex B of the Emergency Operations Plan

Policy and Procedures for Run-Hide-Fight, if applicable

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus.

Staff members are trained to implement Run, Hide, Fight procedures, which involves making decisions based on the current situation and information:

1. RUN

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

Have an escape route and plan in mind

Leave your belongings behind

Help others escape, if possible

Prevent individuals from entering an area where the active shooter may be

Keep your hands visible

Follow the instructions of any police officers

Do not attempt to move wounded people

Call 911 when you are safe

2. FIGHT

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

Acting as aggressively as possible against him/her

Throwing items and improvising weapons

Yelling

Committing to your actions

3. HIDE

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

Lockdown Procedure

Notify District Office, when able

Notify staff and students via:

An announcement over the PA

Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

Lockdown offices

Designate an individual to call 911 and stay on the phone with the operator

Sit tight! When law enforcement arrives on campus they will give you instructions

Lockdown Preparations:

In classrooms and offices:

Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows. DO NOT open the door for anyone or peek out windows until "All Clear" signal is given

Move all students and staff away from windows and stay low, below the window line

Turn off lights

Keep calm and quiet

Comprehensive School Safety Plan 13 of 36 11/22/21

Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.

Post red or green signs, if recommended by district, if it is safe to do so

Remain in classrooms and offices until the "All Clear" signal is given or you are escorted out by first responders

In the library or gymnasium:

Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows

Move all students and staff away from windows and stay low, below the window line

Turn off lights

Keep calm and quiet

Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.

Post red or green signs, if recommended by district, if it is safe to do so

Remain in place until the "All Clear" signal is given or you are escorted out by first responders

Outdoors:

Immediately move inside the nearest building

Follow procedures above

Remain in place until the "All Clear" signal is given or you are escorted out by first responders

Additional Lockdown Procedures:

Short term lockdown (less than 8 hours)- open emergency supply box/kit if needed

Long term lockdown (more than 8 hours)- open emergency supply box/kit and set-up latrine system

After "All Clear" signal is given:

Activate Parent Alert System (phone tree, if one is in place or other method)

Retake roll to determine if any students remain unaccounted

Initiate Crisis Intervention Team for grief support and trauma recovery if necessary

Note: "Lockdown," like "Drop, Cover, and Hold On" can be initiated by a teacher or employee in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teacher or employee, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

How to assist those with disabilities during a lockdown:

Visually impaired: Announce the type of emergency, Offer your arm for guidance if they need to be moved to safety

Hearing impaired: Turn lights on/off to gain persons attention, Indicate directions with gestures or write a note with directions

Individuals with crutches, canes or walkers: Assist to safety, if necessary

Individuals in wheelchairs: If necessary, move wheelchair to appropriate place

Procedures for Preventing Acts of Bullying and Cyber-bullying

BULLYING PREVENTION POLICIES & PROCEDURES(EC 234.4)Oak Grove Union District and Willowside Middle School recognize the harmful effects of bullying on student learning and school attendance and desire to provide learning environments that protect students from physical and emotional harm. Willowside Middle School has developed strategies to support a safe and orderly environment free from bullying and intimidation.No individual or group shall, through physical, written, verbal or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any other student or site personnel.

- Attach or Reference: District Board Policies and Administrative Regulations for this section including: Complaints and Investigation Procedures Discipline Policies and Procedures Policies and Procedures Against Retaliation Staff Training Policies and Procedures District Board Policies and Administrative Regulations for student use of technology District Board Policies and Administrative Regulations on Discrimination and Harassment including procedures for offenses involving hate-crime characteristics Site Specific school rules, bullying prevention and intervention programs (including cyberbullying)

(OPTIONAL) ROLES AND RESPONSIBILITIES OF OTHER PROFESSIONALS WORKING ON CAMPUS(EC 32282.1)Oak Grove Union School District and Willowside Middle School has guidelines for the roles and responsibilities of the positions that provide collaborative services on campus. These include [mental health professionals, community intervention professionals, school counselors, after-school program staff, school resource officers, and police officers on school campuses.]

- Attach or Reference: District Board Policies and Administrative Regulations for this section District and School Site Specific MOUs and/or confidentiality agreements SCOE S.O.S. Crisis Response Team Manual or Brochure

Safety Plan Review, Evaluation and Amendment Procedures

Safety Plan is reviewed by administration and the safety team on a yearly basis. If amendments are made, changes are communicated with staff immediately. OGUSD worked in conjunction with a safety plan expert to develop the safety plan.

Safety Plan Appendices

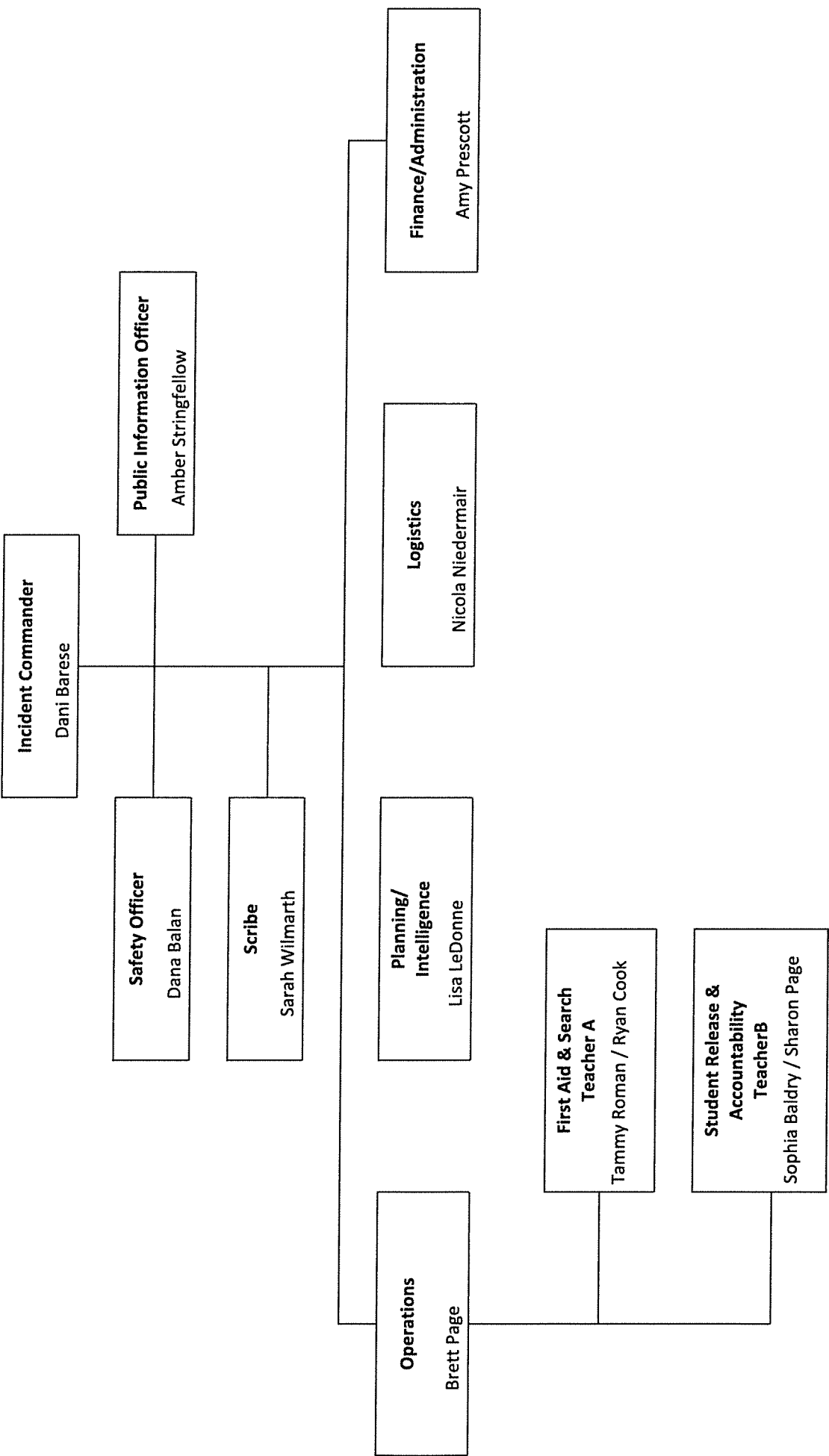
Emergency Contact Numbers**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
School District	Amber Stringfellow	545-0171 ext 303	Superintendent
School District	Iris Lovelace	545-0171 ext 301	Executive Secretary
School District	Amy Prescott	545-0171 ext 307	Human Resources/CBO
School District	Dani Barese	799-1459 ext 241	Principal - Willowside
School District	Danielle Donahue	823-4040	Cougar Club House/Mighty Oaks
Law Enforcement/Fire/Paramedic	Karen Hancock	565-7398 / 565-2121	Community Service Officer
Law Enforcement/Fire/Paramedic	Jason Piloni	892-2013 /568-5992	Deputy Fire Marshall
Other	SCOE	524-2603 / 524-2606	Alerts Radio/ PressDemocrat
School District	Erin Ryan	823-5225 ext 125	Principal - Oak Grove
School District	Brett Page	542-3322 ext 251	Dean of Students- Willowside

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)
Safety Committee Meeting	October 25 , 2022	Review, Check documentations and work completion , cross check fire safety inspection
Meeting (Michael/Brett) Fire /Life Safety Inspection	December 13, 2022	Checked all work done to complete Fire/Safety report
Reviewed by School Site Council	January ,2023	Review, Check documentations and work completion , cross check fire safety inspection
Reviewed by Safety Team	December 13,2022	Checked report, Michael/Brett and Safety Group checked items off list, Reported to DO and committee.
Fire Inspection	September 28,2022	

Oak Grove Elementary/Willowside Middle School Charter School (1st-8th Grades) 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:

Oak Grove Union School District Willowside Middle School

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

Gather the Facts

Survey situation or dispatch personnel to survey

Follow the School Incident Response Flow Chart to notify the appropriate authorities if necessary

Drop and Cover, Shelter in Place, Evacuation

Step Two: Identify the Level of Emergency

Determine Level of Response

The Incident Commander (IC) shall determine the level of response required

Readiness - Minimal Standby Activation

Readiness is typically a "monitoring" phase. Notification and briefing will be made to Incident Command Post (ICP) staff and management teams. This might occur if the incident occurs nearby, not on campus, but may have the potential to affect the campus.

Local Emergency - Partial Activation of the ICP

Local Emergency is a site level response, the extent of which is determined by the IC. This level might be appropriate when an incident directly impacts the school site and outside resources are needed. The incident may be managed either by the school site's ICP or by the District's Emergency Operations Center (EOC). The ICP shall inform the District if they need assistance, and the EOC Director at the District will determine the level of activation at the EOC.

Local Disaster or Major Disaster - Full Scale Activation of the ICP and EOC

Local Disaster or Major Disaster is a full scale response throughout all local government levels and possibly the state level. This type of response occurs in response to a major event such as an earthquake. All staff at the school site, the ICP, and at the district level, the EOC, will be fully activated. SCOE will be notified by the EOC during a Local Disaster or Major Disaster.

Lockdown, Evacuation, Early Dismissal, School Cancellation

Step Three: Determine the Immediate Response Action

The IC will activate the ICP as appropriate to the incident. The IC, management staff and section chiefs will evaluate the problem and determine the degree of impact on the school. The IC will determine response priorities and initiate response activities. The section chiefs will ensure that those activities proceed.

Request assistance from the District as needed by contacting the District EOC.

Re-evaluate level of response as the incident progresses. Notify staff, activate ICS teams

Step Four: Communicate the Appropriate Response Action

Manage the flow of information

Determine what information will be shared with the school community

Prepare emails, letters, messages, press releases or other forms of communication to distribute to staff, students, parents, and the media.

School Site Administrator will notify the District Office

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft can fall on schools near airports or in flight paths.

Warning:

- 1) The engine of an aircraft may sputter or explode prior to the aircraft falling.
- 2) The aircraft will give no warning before falling.

Action:

- 1) If an aircraft falls on a portion of the school, the following actions will be taken:
 - a) Staff will evacuate students from buildings as per fire drill to safe areas.
 - b) All students and staff will be kept at a safe distance, upwind, allowing for a possible explosion. (Note: in case of a jet aircraft, a minimum safe distance is 400 yards.)
 - c) The school office will immediately notify:
 - i. Fire Department 911
 - ii. Law Enforcement Agency 911
 - iii. District office
- 2) If an aircraft falls near the school, the following actions will be taken:
 - a) All students and staff will be kept at a safe distance, upwind, allowing for a possible explosion. (Note: in case of jet aircraft, a minimum safe distance is 400 yards)
 - b) The school office will immediately notify:
 - i. Fire Department 911
 - ii. Law Enforcement Agency 911
 - iii. District office

Animal Disturbance

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

Procedure

1. The school administrator will initiate appropriate Immediate Response Actions, which may include evacuation or lockdown.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the school administrator will call "911", Animal Control and/or the Department of Fish and Game and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the school nurse, the parent, and medical services will be notified.
5. The school administrator will only initiate an off-site evacuation if warranted by changes in conditions at the school.

Armed Assault on Campus

The Oak Grove Union School District, in consultation with law enforcement officials, has developed tactical responses to criminal incidents at the school site that may result in death or serious bodily injury.

Attach or Reference:

District Board Policies and Administrative Regulations: 3516, 3516.1, 3516.2, 3516.3, 3516.5

Procedures for School Site Specific Shelter-in-Place, Lockdown and Evacuation from Annex B of the Emergency Operations Plan

Policy and Procedures for Run-Hide-Fight, if applicable

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus.

Staff members are trained to implement Run, Hide, Fight procedures, which involves making decisions based on the current situation. Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus. However, staff members should choose which "Run, Hide, Fight" scenario that is most applicable for them and their students at the time.

When to Lockdown your school:

Civil Unrest/Law Enforcement Activity

Terrorism (i.e., shooter on campus)

RUN: Evacuate If Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible (see more details in the lockdown procedure section below)

If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.

Choose a hiding place with thicker walls and fewer windows, if possible.

Lock doors and barricade with furniture, if possible.

Turn off lights

Silence phones and turn off other electronics.

Close windows, shades and blinds, and avoid being seen from outside the room, if possible.

If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.

Remain in place until you receive an "all clear" signal from Blackboard Connect.

FIGHT: Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

Lockdown Procedure

Notify District Office, when able

Notify staff and students via:

PA Announcement - "Lockdown" - Red Code or Yellow Code will be announced.

Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

Designate an individual to call 911 and stay on the phone with the operator

Sit tight! When law enforcement arrives on campus they will give you instructions

Color Codes:

Red Code- Doors locked, blinds closed, & quiet voices. Students and staff sit on the floor away from windows & doors. All students/staff taking cover in NEAREST secure room with a lockable door.

When in code yellow, take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.

Post red or green signs, if recommended by district, if it is safe to do so

Remain in classrooms and offices until you are escorted out by first responders. In a drill situation, administrator will call all clear.

Green Code- Doors will be unlocked (by administrator or law enforcement, blinds opened, resume regular classroom instruction. Procedures:

As new developments in lockdown occur, new color codes may be announced.

When all is safe, school or law enforcement personnel will unlock your door and say- "Code Green All Clear"

All staff follows above colored procedures. Once code turns to yellow- be prepared to report the status of your classroom to the office in the method requested. Please do not call the office to report minor problems (extra students, missing students, minor injuries that can be treated with your classroom emergency kit, etc.) IF A STUDENT OR STAFF MEMBER IN YOUR CLASSROOM HAS A SERIOUS INJURY WHICH REQUIRES IMMEDIATE ATTENTION, CALL 911 (from landline, (707) 565-2121 from cell) AND THEN CALL the OFFICE ext 124, 125, 126.

Lockdown Preparations:

In classrooms and offices:

- Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows. DO NOT open the door for anyone or peek out windows until "All Clear" signal is given
- Move all students and staff away from windows and stay low, below the window line
- Turn off lights
- Keep calm and quiet
- Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
- Post red or green signs, if recommended by district, if it is safe to do so
- Remain in classrooms and offices until the "All Clear" signal is given or you are escorted out by first responders
- In the cafeteria, library or gymnasium:
 - Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows
 - Move all students and staff away from windows and stay low, below the window line
 - Turn off lights
 - Keep calm and quiet
 - Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
 - Post red or green signs, if recommended by district, if it is safe to do so
 - Remain in place until the "All Clear" signal is given or you are escorted out by first responders

Outdoors:

- Immediately move inside the nearest building with a lockable door
- Follow procedures above
- Remain in place until the "All Clear" signal is given or you are escorted out by first responders

Additional Lockdown Procedures:

Short term lockdown (less than 8 hours)- open emergency supply box/kit if needed

Long term lockdown (more than 8 hours)- open emergency supply box/kit and set-up latrine system

After "All Clear " signal is given:

Activate Parent Alert System (phone tree, if one is in place or other method)

Retake roll to determine if any students remain unaccounted

Initiate Crisis Intervention Team for grief support and trauma recovery if necessary

Note: "Lockdown," like "Drop, Cover, and Hold On" can be initiated by a teacher or employee in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teacher or employee, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

How to assist those with disabilities during a lockdown:

Visually impaired: Announce the type of emergency, offer your arm for guidance if they need to be moved to safety

Hearing impaired: Turn lights on/off to gain persons attention, indicate directions with gestures or write a note with directions

Individuals with crutches, canes or walkers: assist to safety, if necessary

Individuals in wheelchairs: if necessary, move wheelchair to appropriate place

Biological or Chemical Release

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, "Shelter-in-Place" is a common method of protecting students from exposure. While similar to a "Lockdown," the critical difference between the responses is the shutdown of the air handling systems in a "Shelter-in-Place" response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

Identify and record the location of all air intake vents, HVAC shutdown switches and access keys

Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)

Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place:

Explosion

Hazardous Materials Incident

Shelter-In-Place Procedures

Notify District Office

Notify staff and students via:

An announcement over the PA:

"Your attention please, your attention please. Due to the current situation, students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.

OR

If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

Order facilities manager or custodian to shut down air circulation system

Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.

Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents DO NOT come to school until safe to do so.

Post signs on exterior windows, if there is time and it is safe to do so:

"This school is sheltering-in-place. Do not attempt to enter any office or building"

Shelter-In-Place Preparations:

In classrooms and offices:

- Post "Shelter-In-Place" sign on exterior door or window, if safe to do so

- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Take out class roster and take roll
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

In the cafeteria, library or gymnasium:

- Move students and staff into a hallway or small room
- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

Outdoors:

- Move inside the nearest building
- Shut doors and all windows, pull draperies or close blinds
- Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- Write down names of everyone in the room or collect sign-in sheets
- Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

Note: A request to “Shelter-In-Place” is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate. In the event of an extended “Shelter-In-Place,” there will be access to food and water in classroom and/or school emergency kits.

Bomb Threat/ Threat Of violence

Bomb Threat

Schools can receive bomb threats via telephone, mail, or someone may simply notice a suspicious package.

Telephone

In the event that the school receives a bomb threat by telephone:

- Listen, do not interrupt the caller.
- Keep the caller on the line with statements such as “I’m sorry, I didn’t understand you. What did you say?”
- Alert someone else by prearranged signal to call 9-1-1 and notify the telephone company to trace the call while the caller is on the line. Tell the operator the name of the school, the name of the caller, and the phone number on which the bomb threat came in.
- Notice details: background noises, voice description.
- Notify the site administrator immediately after completing the call.
- Complete the Bomb Threat Report Form (Annex A).

Mail

In the event that the school receives a bomb threat by mail:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Notify principal or site administrator.

Suspicious package

In the event that a suspicious package is found on campus:

- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

Principal/Site Administrator Actions

- Call 9-1-1.
- Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Use of these devices may trigger explosive devices.

- Determine whether to evacuate the threatened building and adjoining buildings. Modify evacuation routes as necessary to bypass the location of the bomb, if known. Keep in mind that evacuation may not be the best response.
- Use the intercom, runners, or the PA system to evacuate threatened rooms.
- Direct a staff to look for suspicious packages, boxes or foreign objects. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects in work areas, public areas, unlocked closets, exterior areas, and power sources. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- Do not return to the school building until it has been inspected and determined safe by emergency response officials.
- Avoid publicizing the threat any more than necessary.

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an emergency that occurs while students are on a field trip. In all circumstances drivers should report to their supervisor and the school site via 2-way radio or cell phone if necessary.

Teachers submit updated rosters to the office upon departure of the school.

Procedure - The driver is to take the following steps:

1. Pull to a safe point on the side of road, away from buildings, poles, wires, and bridges.
2. Set brakes and turn off the ignition.
3. Contact dispatch via 2-way radio or cell phone with pertinent information as soon as it is safe to do so, or when directed by public safety personnel.
4. Teachers and the driver should remain calm and reassure the passengers.
5. Assess injuries to passengers /self. Provide first aid as appropriate.
6. Using route manifests account for all students and staff.
7. When necessary, evacuate the bus per evacuation procedures if there is smoke or fire.
8. If applicable, activate emergency hazard flashers and place reflectors in the designated locations.
9. The school office will handle communications with the parents of all affected students.

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure:

1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call police department, and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911."
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation.

Disorderly Conduct

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure:

1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call police dept., and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911."
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation.

Earthquake

Drop, Cover and Hold On is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter on campus.

Drop, Cover and Hold On Procedures

At the first sign of shaking or imminent threat, all students and staff should immediately, drop to the floor, cover the back of their necks, and hold on to the closest piece of furniture (desk or chair) or other stable object with their free hand. If you are in a location without furniture (such as a hallway or bathroom), immediately kneel next to a bare, inside wall and place your arms and hands over the back of your neck and head.

If you are outdoors, move away from trees, billboards, signs, buildings, electrical wiring and power poles. Drop to the ground and cover the back of your neck and head with your arms and hands.

Stay in this position until the threat passes and an "All Clear" announcement has been made-either through the PA system or via runners.

The main office should then make the announcement to either:

Resume regular activities

OR

Direct a response action such as evacuation, cancellation, or closure of school

Check for injuries and take roll to be sure all students, guests and visitors are accounted. Notify the office of any injuries or missing persons.

Note: Remember to stay alert for aftershocks!

How to assist those with disabilities during Drop, Cover, and Hold On:

Comprehensive School Safety Plan 28 of 36 11/22/21

Visually impaired: Announce the type of emergency and tell them to "Drop, Cover, and Hold On"

Hearing impaired: Turn lights on/off to gain persons attention, indicate directions with gestures or write a note with evacuation directions

Individuals with crutches, canes or walkers: Have child cover his/her head and neck with both arms

Individuals in wheelchairs: Lock the wheels on the chair, have child cover his/her head and neck with both arms

Explosion or Risk Of Explosion

Activate Drop, Cover and Hold On or Evacuation procedures depending on the situation.

Drop, Cover and Hold On is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter on campus.

When to Drop, Cover and Hold On:

Civil Unrest/Law Enforcement Activity

Explosion

Landslide

Drop, Cover and Hold On Procedures

- At the first sign of shaking or imminent threat, all students and staff should immediately, drop to the floor, cover the back of their necks, and hold on to the closest piece of furniture (desk or chair) or other stable object with their free hand.
- If you are in a location without furniture (such as a hallway or bathroom), immediately kneel next to a bare, inside wall and place your arms and hands over the back of your neck and head.
- If you are outdoors, move away from trees, billboards, signs, buildings, electrical wiring and power poles. Drop to the ground and cover the back of your neck and head with your arms and hands.
- Stay in this position until the threat passes and an "All Clear" announcement has been made-either through the PA system or via runners.

The main office should then make the announcement to either:

Resume regular activities

OR

Direct a response action such as evacuation, cancellation, or closure of school

Check for injuries and take roll to be sure all students, guests and visitors are accounted. Notify the office of any injuries or missing persons.

How to assist those with disabilities during Drop, Cover, and Hold On:

- Visually impaired: Announce the type of emergency and tell them to "Drop, Cover, and Hold On"
- Hearing impaired: Turn lights on/off to gain persons attention, indicate directions with gestures or write a note with evacuation directions
- Individuals with crutches, canes or walkers: Have child cover his/her head and neck with both arms
- Individuals in wheelchairs: Lock the wheels on the chair, have child cover his/her head and neck with both arms

In the event of a nuclear event:

A. Fallout is a radioactive combination of dirt, fission products, and anything else that is picked up by a nuclear explosion that then settles over surrounding areas.

- 1) The fallout from an explosion by an improvised nuclear device in Los Angeles can spread to Ventura County.
- 2) The fallout from an explosion in San Francisco is expected to reach southern Sonoma County in approximately two to three hours.
- 3) Radiation levels of fallout over Southern Sonoma County are not expected to be fatal but may cause radiation illness.
- a) The hazard from fallout is not from breathing the particles, but from exposure to the ionizing radiation given off after the fallout particles have settled on the ground and building roofs.

B. Warning:

- 1) An explosion of an improvised nuclear device may exhibit the following:
 - a) A bright flash of light
 - b) A sound of an explosion
 - c) Shaking ground
- 2) Other warnings will be distributed over the news media.

C. Announcement:

- 1) The warning announcement at the school shall be: "We have a hazard in the community and are instituting Shelter in Place procedures. Students and staff should remain inside. Those who are outside should immediately move to the protection of an inside room."
- 2) Additional information (example): "Doors and windows should be securely closed. Do not go outdoors until you receive further instructions."
- 3) Cancellation: "The Shelter in Place has been canceled, the campus is safe."

D. Actions:

- 1) Get inside, stay inside, stay informed
- 2) Immediately clear students from outdoor areas
- 3) Close and lock classroom doors, close and lock windows and close window treatments, if available
- 4) Physical Education students should be taken to the gymnasium or multipurpose room and held there until the end of the shelter in place.
- 5) If possible, shelter as many students as possible in larger buildings before fallout arrives. The ability of students and staff to distance themselves from exterior walls and the roof make larger structures ideal.
- 6) Send someone to the emergency storage container to bring food and water back to the classroom.
- 7) Keep students quiet and away from doors and windows. Maintain a calm environment.
- 8) Ensure that the heating, ventilation, and air condition system is off. Turn off any other fans.
- 9) Seal major gaps under doors and windows with wet towels or duct tape. Allow some air exchange for breathing.
- 10) Take roll and prepare a list of missing students.
- 11) If parents or visitors are present, they should remain indoors at the site.
- 12) Parents who contact the site should be advised to stay inside at home until it is safe to pick up their children.
- 13) Tune in to local news for updates.
- 14) The principal or designee will direct other actions as required.
- 15) Remain in the designated area until contacted

Fire in Surrounding Area

. Fire in Surrounding Area

Work with District Office, SCOE, and Fire Department to determine if Evacuation, Reverse Evacuation, or School Cancellation is the best course of action.

Reverse Evacuation:

This emergency response action is designed to immediately bring people indoors from outside. Reverse evacuation is often called for in circumstances of severe weather and whenever law enforcement or fire-fighting activities near the school could pose a threat to students and staff.

Evacuation Procedures

- Sound alarm, if available

- Notify staff and students via:

An announcement over the PA

OR

- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- Initiate "Lockdown" or "Shelter-In-Place" procedures if necessary

- Notify District Office

- Once the threat passes, either: Issue an "All Clear" to resume regular activities or initiate student release and activate parent alert system (phone tree, if one is in place or other method)

How to assist those with disabilities during a reverse evacuation:

- Visually impaired: Announce the type of emergency, Offer your arm for guidance, Tell the person where you are going, and mention any obstacles you encounter, When you reach safety, ask if further help is needed

- Hearing impaired: Indicate directions with gestures or write a note with evacuation directions

- Individuals with crutches, canes or walkers: Assist and accompany to appropriate evacuation site, if possible; Use a sturdy chair (or one with wheels) to move a person or help carry individual to safety

- Individuals in wheelchairs: Give priority assistance to wheelchair users with electrical respirators, Assist and accompany to appropriate evacuation site, if possible

- Individuals with respiratory issues: Remove individuals from smoke and vapors immediately

Air quality is monitored by the district. See district policies on the website: <https://www.ogusd.org/Page/273>

All classrooms are equipped with MERV-13 air filters. All filtration systems were updated in summer 2019.

Fire on School Grounds

Evacuation

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

Evacuation Procedures

Remember to take your personal belongings (such as purses and car keys) and emergency bag with you when you evacuate.

On-site evacuation:

Sound alarm

Notify District Office

Notify staff and students via:

When able, make an announcement over the PA:

“Your attention please, your attention please. Due to _____, students and staff should proceed immediately to the evacuation site”

OR

If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

Classroom teachers are to make sure that emergency supplies are brought to the evacuation site along with their “go-kit” (if they have one) and Quick Reference Guide

When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors

Prepare for student release.

Activate Parent Alert System

Off-Site Evacuation

- Notify District Office
- Activate Transportation Team
- Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information
- Sound alarm
- Notify staff and students via:

An announcement over the PA: “Your attention please, your attention please. Students and staff should proceed immediately to the off-site evacuation staging area”

OR

- If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Classroom teachers are to make sure that emergency supplies are brought to the evacuation site along with their “go-kit” (if they have one) and Quick Reference Guide
- While waiting at the staging area or as students board buses, classroom teachers are to take roll and determine if anyone is missing. Missing students should be immediately reported to the Incident Command Post. Add names of guests/visitors that were in your classroom.
- Prepare for student release.
- Activate Parent Alert System (phone tree, if one is in place or other method)

How to assist those with disabilities during an evacuation:

- Visually impaired: Announce the type of emergency, Offer your arm for guidance, Tell the person where you are going, and mention any obstacles you encounter, When you reach safety, ask if further help is needed
- Hearing impaired: Turn lights on/off to gain persons attention, Indicate directions with gestures or write a note with evacuation directions
- Individuals with crutches, canes or walkers: Evacuate these individuals as injured persons, Assist and accompany to evacuation site, if possible, Use a sturdy chair (or one with wheels) to move a person or help carry individual to safety

- Individuals in wheelchairs: Give priority assistance to wheelchair users with electrical respirators, Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options, Reunite person with the wheelchair as soon as it is safe to do so
- Individuals with respiratory issues: Remove individuals from smoke and vapors immediately

Flooding

Flooding on a school site may be caused by heavy rain, failure of a dam, or for coastal sites, a tsunami.

A. Warning:

- 1) Method: direct communication with the principal or designee.
- 2) How Received: by telephone or notification from a civil agency or district administrator.

B. The extent of the flood or tsunami and the estimated time before it arrives will dictate the course of action to be taken. The principal may initiate the following emergency actions:

- 1) Execute Action "Evacuate" (fire alarm), or
- 2) Execute Action "Student Release", or
- 3) Execute Action "Offsite evacuation, or
- 4) Provide care for students at school.

How to assist those with disabilities during an evacuation:

Visually impaired: Announce the type of emergency, Offer your arm for guidance, Tell the person where you are going, and mention any obstacles you encounter, When you reach safety, ask if further help is needed

Hearing impaired: Turn lights on/off to gain persons attention, Indicate directions with gestures or write a note with evacuation directions

Individuals with crutches, canes or walkers: Evacuate these individuals as injured persons, Assist and accompany to evacuation site, if possible, Use a sturdy chair (or one with wheels) to move a person or help carry individual to safety

Individuals in wheelchairs: Give priority assistance to wheelchair users with electrical respirators, Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options, Reunite person with the wheelchair as soon as it is safe to do so

Individuals with respiratory issues: Remove individuals from smoke and vapors immediately

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

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Loss or Failure Of Utilities

The district utilizes a mass communication system that includes options for internet, phone, text, email, and website communications. In the event that all of these options are inaccessible, the county office of education works with local media to provide emergency notifications. Sonoma County also implements its own incident command structure that works with SCOE. This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the school site custodian and Maintenance & Operations Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The Maintenance & Operations Department, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator will notify the District Superintendent of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Explosion/Risk of Explosion.

Procedure - In the event of loss of water:

1. Principal will contact Superintendent. Superintendent will send designee to school site to assess school needs and feasibility of keeping school open
2. Toilets: Maintenance and Operations may install portable toilets. During an emergency when M&O would be unable to access school site a temporary toilet may be made in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded.
3. Drinking Water: Principal will provide water stored for earthquake supplies that will be accessed and distributed to students and staff.
4. Food Service: Principal or Superintendent will contact Director of Nutrition and Food Services to assess possibility of providing food for students and staff.
5. Principals should purchase food and water for up to three days for students and staff. This food will be rotated annually by the Director of Food and Nutrition Services. Principal should contact Director of Food and Nutrition Services to arrange for purchase and rotation.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, see section Biological or Chemical Release. If a crash results in a utility interruption, see section Loss or Failure of Utilities.

Procedure 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The Security/Facilities Team will secure the crash area to prevent unauthorized access.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Psychological Trauma

Crisis management specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff. Emergencies like those described above usually produce one or more of the following conditions:

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

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meet the emotional and psychological needs of students and staff. Contact the District Office for specific procedures relating to crisis management.

Procedure

1. The School Administrator work with the counselor and district office to provide necessary assistance after all types of crises.
2. The team will assess the range of crisis intervention services needed during and following an emergency. The team may determine the need for additional psychological support and will contact the Superintendent to request additional mental health support.
3. The Counselor and additional needed psychological first aide team members will provide direct intervention services.
4. The Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the school team members will limit exposure to scenes of trauma.
6. The team should isolate students from demonstrating externalized behavior.
7. The team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.

Suspected Contamination of Food or Water

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

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
 2. The School Administrator will notify the District Office, Director of Food and Nutrition Services and the district nurse. The administrator will determine if they need to call "911."
 3. The School Administrator will make a list of all potentially affected students and staff and will provide the list to responding authorities.
 4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
 5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
 6. The School Administrator will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
 7. The School Administrator and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
 8. The School Administrator will notify parents of the incident, as appropriate.
- Water is tested once per month

Tactical Responses to Criminal Incidents

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at a school site, including steps taken to safeguard students and staff, secure the affected school premise, and apprehend the criminal perpetrator(s), shall be developed by district administration in accordance with Education Code 32281. In developing such strategies, district administration shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Unlawful Demonstration or Walkout

Step 1: Collect intelligence on upcoming events and important issues. This includes monitoring of commonly used student communication channels, such as social media sites on the Internet (Instagram, Facebook), YouTube, and messaging and blogging sites; flyers posted and handed around school grounds; and the activities of student leaders. Once evidence of a planned student walkout has been identified, school district safety personnel should seek verification from school staff, taking care not to feed rumors but only to confirm the accuracy of information.

Step 2: Begin planning response efforts immediately. After it is determined that a walkout event is scheduled, response planning efforts should begin immediately. Sometimes notice of an event is very short, such as when district officials learn that a permit to demonstrate was pulled by a certain activist group only one week before the designated demonstration date. Other times, a district can spend months planning in advance for a walkout demonstration. As with any event, the more notice district staff have to plan, the better.

Step 3: Initiate prevention-mitigation strategies. A key component of this part of the planning process is implementation of several prevention-mitigation strategies to try and diffuse the walkout event before it even happens, including:

- Creating an educational component around issues of concern.
- Giving students an alternate forum for political expression.
- Persuading students it is not in their best interests to conduct a walkout.
- Scheduling an intervening event to distract or dissuade students from walking out.

If during a walkout students leave campus, the parents of those students will be immediately notified. School staff will not follow students off campus.

Emergency Evacuation Map

