

Comprehensive School Safety Plan SB 187 Compliance Document

**2024-2025
School Year**

School: Jefferson Elementary School
CDS Code: 35-67488-0000000
District: Jefferson Elementary School District
Address: 221 Old Hernandez Road
Paicines, CA 95043
Date of Adoption: February 7, 2024

Approved by:

| Name | Title | Signature | Date |
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| David Reikowski | President | | |
| Elizabeth Volmer | Principal & Teacher | | |
| JoAnne Falsey | Vice President | | |

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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 www.sbcoe.org.

Safety Plan Vision

School Vision: Jefferson's is committed to providing an safe, nurturing environment for all students to develop their intellectual, artistic, social, emotional and physical capacities to enable them to fulfill their potential, succeed academically, pursue their goals and be life-long learners.

This plan is designed to provide a framework for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with the legal requirements established by California administrative code.

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance.

This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

All employees are expected to be familiar with this plan so that they will be prepared to carry out their responsibilities in the event of an emergency. The major objective of this emergency services plan is to provide a model for the development of school plans, and in so doing, to save lives and protect property in event of a disaster. In addition to the assigned duties of the employees, the plan contains specific procedures to be followed in each of several emergency situations. Also post-disaster process is outlined for the Jefferson Elementary School District.

Components of the Comprehensive School Safety Plan (EC 32281)

Jefferson Elementary School Safety Committee

Teacher Principal: Elizabeth Volmer

Parent Representative: Joshua Merrill

School Board Member: Amy Strohn

Assessment of School Safety

The Teacher Principal will complete the Facility Inspection Tool by October of each year. The ratings are reported to the School Board and included in the School Accountability Report Card (SARC) that is posted online and submitted to the California Department of Education.

The Teacher Principal lives on campus and provides regular, informal assessments of school facilities. The needed repairs are reported to the Jefferson School Board at the monthly School Board meetings.

Other inspections are provided by Keenan and the local sheriff department. Their reports are shared with the School Board.

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

Facility Inspection Tool, completed annually

Positive Behavior Support Program

3:1 Ratio of Staff to Students

Partnerships with local authorities including CalFire and the Hollister Sheriff department

Fire, earthquake, and lock-down drills

Collaboration with San Benito County Office of Education to provide counseling and emotional support services

Campus Climate Assessments

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

REPORTING CHILD ABUSE OR NEGLECT

Community members have an important role in protecting children from abuse and neglect. While not mandated by law to do so, if child abuse or neglect is suspected, a report should be filed with qualified and experienced agencies that will investigate the situation. Examples of these agencies are listed below. Parents and guardians of pupils have the right to file a complaint against anyone they suspect has engaged in abuse or neglect of a child. Community members do not need to provide their name when making a report of child abuse or neglect. Telephone numbers for each county's emergency response for child abuse reporting are located at California Emergency Response Child Abuse Reporting Telephone Numbers [External link opens in new window or tab.](#) (PDF).

School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect. Additionally, school volunteers are highly encouraged by the law to have training in the identification and reporting of child abuse and neglect. The training offered online to mandated reporters, is equally available to school volunteers.

OBLIGATIONS OF MANDATED REPORTERS

A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. It includes all school/district employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

- * A Police or Sheriff's Department (not including a school district police department or school security department).
- * A County Probation Department, if designated by the county to receive child abuse reports.
- * A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE). School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

REQUIRED TRAINING FOR SCHOOL EMPLOYEES

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. Employees will complete the California Child Abuse Mandated Reporter Training module provided by Keenan Safe Schools. The training will be completed by September 30 of each school year. Certificates of completion will be kept in the school safety binder and completion of said reported to the Jefferson School Board at a regular school board meeting.

RIGHTS TO CONFIDENTIALITY AND IMMUNITY

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

CONSEQUENCES OF FAILING TO REPORT

A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a \$1,000 fine (California Penal Code Section 11166[c]).

AFTER THE REPORT IS MADE

The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

CHILD PROTECTIVE SERVICES

The Child Protective Services (CPS) is the major organization to intervene in child abuse and neglect cases in California. Existing law provides for services to abused and neglected children and their families. More information can be found at Child Protective Services.

QUESTIONS

School Health and Safety Office | 916-319-0914

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

Disaster Plan (See Appendix C-F)

DUTIES OF STAFF

As the local authority within the school, the Teacher/Principal is responsible for assisting personnel and students with respect to their responsibilities and for conducting procedures for safety. To help ensure the safety and welfare of the students, the Teacher/Principal shall include disaster preparedness instruction and frequent drills in their programs as a means of minimizing panic and to encourage intelligent action in the event of sudden disaster. In order to account for each child, the Teacher/Principal shall maintain class lists and keep them secure in the event that evacuation procedures are undertaken.

In the event of disaster, the Teacher/Principal shall:

1. Verify information. 2. Determine action required and implement procedures for the action. 3. Seal off high-risk area(s). 4. Notify students and staff. 5. Evacuate students and staff, if necessary. 6. Notify city or county emergency service authorities. 7. Issue orders to personnel for the safety and control of the children during the emergency or until the children are released to parents or persons designated by them. 8. In the execution of the communications responsibilities the Teacher Principal will assign the Instructional Aid as the designated school messenger. 9. Keep detailed notes of the incident. 10. Implement emergency response procedures. 11. Implement post-incident procedures, as necessary. 12. Ensure supervision of the class and be responsible for accounting for each child in class. 13. Report or administer students in need of first aid to personnel trained in first aid. 14. Follow the guidelines for releasing children.

Instructional Aid: The Instructional Aid may be called on to act as school secretary, clerks and instructional aides as directed by the Teacher/Principal and is responsible for maintaining communications with the county office and emergency services authorities.

In the event of a disaster, the Instructional Aid will:

1. Answer telephones. 2. Report disaster situations as they develop to the county and/or appropriate emergency service authorities. 3. Monitor radio and/or television emergency broadcasts. 4. Help with injured. 5. Keep a log of the wounded or injured and the severity of their injuries. 6. Control use of all telephones on the premises. 7. Assist with the supervision of students during the emergency.

Both the Teacher Principal and Instructional Aid will assist each other in handling emergency equipment, supplies, and safe use of all available utilities. In the event of disaster, one or both staff members shall:

1. Contact and seek assistance from a local School Board member, if needed. 2. Control the main shut off valves and switches for gas, water, and electricity and assure that no hazards result from broken or down lines. 3. Direct rescue operations as required. 4. Direct firefighting efforts until regular firefighting personnel take over. 5. Survey and report damages to the emergency personnel. 6. Help conserve usable water supplies. 7. An emergency generator is not currently available but may be considered as a future purchase.

EMERGENCY ACTIONS

This section covers eight basic emergency actions, what it entails, and when it should be taken. Each action should become familiar to all school employees.

In the absence of orders from superiors, the Teacher/Principal is authorized and directed to implement plans as described herein; or take such other action as is necessary to save lives and mitigate the effect of the disasters. As soon as possible, thereafter, the Teacher/Principal is directed to notify the county office of education and the district board of trustees of the disaster situation.

Stand by: Action Stand By consists of bringing students into the classroom or holding them in their classroom. The command for action Stand By will be transmitted via messenger. Action Stand By will be taken when students and staff are awaiting instructions or information

Leave Building: Action Leave Building consists of the orderly movement of students and staff from inside buildings to an outside area of safety. The common for action Leave Building will be given by sounding the fire alarm. Action Leave Building will, as appropriate, be taken in the event of the following: 1. Fire 2. Bomb threat 3. Chemical accident 4. Explosion, or threat of explosion 5. Post-earthquake 6. Other similar occurrences which make the school building uninhabitable

Go Home: Action Go Home should be considered by the Teacher/Principal only if there is time to return students safely to their homes. Notification of parents by telephone or by other means, about early dismissal is vital.

Evacuate: Action Evacuate will be determined when an area is unsafe. The evacuation routes will be the same as the fire escape routes when possible. The decision of when and where to Evacuate will be made by the Teacher/Principal. Fire evacuation procedures should be followed. This immediate action will be taken in event of the following 1. Earthquake 2. Flood 3. Fire 4. Chemical spill 5. Fallen aircraft 6. Windstorm or tornado damage.

Drop: Action Drop is to be taken at the instant a disaster such as an earthquake or a blast is detected. Action Drop is accomplished by assuming the emergency plan protective position.

To assume the protective position, drop to knees, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes and cover ears with forearms. Be sure that body is turned away from windows and other glass that may shatter.

The command for action Drop will be given by word of mouth. A disaster itself, such as the shaking of the earth in an earthquake will also signal action Drop.

If inside the building, immediately take emergency plan protective position under desks or furniture with backs to winds. If outside the building, move away from the buildings and immediately take emergency plan protective position.

Action Drop will, as appropriate, be taken in the event of the following: 1. Earthquake 2. Explosion 3. Sniper fire

Students and staff should be taught to react instantaneously when action DROP is commanded. They should also know under what conditions they should assume the position on their own.

Take Cover: The command for action Take Cover directs students and staff to immediately take shelter in a properly prepared shelter, if available. If adequate shelters are not available, rooms or buildings with the greatest amount of shielding and protection possible will be used. These would include rooms with few windows and other glass and with solid internal bearing walls. The following are considerations that should be made when selecting and preparing alternate shelter:

1. Shift tables, chairs, and desks forming protective areas. 2. Close doors (for fresh air, some windows should remain open). 3. Take precautions to minimize the possibility of persons being struck by flying objects such as glass and Venetian blinds. 4. Fill sink with clean water for emergency supply. 5. Review emergency plan protective position with staff.

Convert School: Traditionally, public schools have been used for emergency services activities in time of natural and man-made disasters. Schools are numerous, normally centrally located, and usually have first aid and food preparation facilities. Because school sites area public resource, arrangements for their use by emergency services authorities, particularly the Red Cross, have been made with many school districts.

Notification that a school is to be converted into a congregate care center or fist aid center, will come only from the district board, or from the Director of County Emergency Services offices.

When notification arrives that Jefferson School is to be converted, the following actions are to be taken:

1. Dismissal of all students. 2. Preparation of school for conversion into an emergency hospital, first aid stations, or congregate care center. 3. If school is not in session, employees are to be alerted and directed to return to the school as required and directed by the administrator or designee. 4. All school personnel will cooperate fully with Red Cross representatives and other emergency services authorities in the event that the school is converted.

Directed Transportation: Under certain disaster conditions, emergency services authorities may attempt to move an entire community, and the school populations within it, from an area of danger to an area of safety. Instructions from the authorities could be received via telephone, the emergency broadcast system, and/or a messenger. In the event that action is commanded, the following actions are to be taken as appropriate:

1. If instructions for action Directed Transportation come from an authority other than the district board or designee, confirm, if at all possible, instructions with the district board president before proceeding. 2. Inform students and staff that they are to be relocated. 3. Load students and staff into cars, and other means of transportation and proceed with them to the instructed location or area of safety. 4. Drivers are to maintain a record of all passengers and delivery points.

Action Directed Transportation will, as appropriate, be taken in the event of a fire, chemical or biological spill, or flood.

Action Directed Transportation is a difficult procedure and will be attempted only if there is no other alternative.

All Clear: Action All Clear directs all personnel to proceed to normal operation as soon as practicable. The command for action All Clear will be transmitted via intercom, phone, or by a messenger.

Public Agency Use of School Buildings for Emergency Shelters

If called upon by the American Red Cross, Jefferson Elementary may be designated as an Emergency Shelter location for the community of Paicines, California. The most recent Shelter Facility Survey was conducted in 2019 and is on file with the American Red Cross. Their information on Jefferson facilities remains current. If the Red Cross uses Jefferson Elementary for emergency shelter, they will coordinate their efforts with the Teacher Principal and manage the needed relief efforts and supplies.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

SUSPENSION

EC Section 48900 paragraphs (v) and (w) encourage other means of correction, rather than suspension or expulsion, be used to bring about proper conduct as part of a Multi-Tiered System of Supports. This Multi-Tiered System of Supports includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, which may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. This also includes referral to a School Attendance Review Board for students who are habitually insubordinate or disorderly during attendance at school (EC Section 48263). Suspension may be used, but is not required, as part of the Jefferson School Discipline Policy as described in the "Discipline" section of this document. Determination of suspension and length of suspension will be determined by the Teacher Principal but only after meeting with parents to determine other appropriate steps to correct a student's repeated and/or pervasive misbehavior.

EXPULSION

Expulsion is the most serious disciplinary action that a school administrator may recommend and which a school district may impose on a student. Expulsion can only occur by action of the school district governing board, but administrators have an important role in recommending expulsion. Due process procedures for student expulsion are prescribed in California Education Code (EC) EC Section 48915 that categorizes the types of offenses which require an expulsion recommendation, as well as those which do not require an expulsion recommendation. If an administrator does recommend expulsion for a specified offense, a student is entitled to a hearing within 30 school days after that determination, unless the student or parents or guardians request in writing that the hearing be postponed. It is important to note that suspension for students in grades kindergarten to grade eight, inclusive, for disruption or defiance (EC Section 48900[k]) is prohibited, and expulsion for students in kindergarten to grade twelve, inclusive, is also prohibited. EC Section 48917 authorizes the local governing board, at any time following voting to expel a pupil, to suspend the enforcement of the expulsion order and assign the student to a school, class, or program that is deemed appropriate for the rehabilitation of the student. During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

RECOMMEND EXPULSION UNLESS CIRCUMSTANCES RENDER INAPPROPRIATE

Act must be committed at school or school activity.

EC Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.

Causing serious physical injury to another person, except in self-defense. EC Section 48915 (a)(1).

Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. EC Section 48915 (a)(2).

Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.

Robbery or extortion. EC Section 48915 (a)(4).

Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

DISCRETIONARY EXPULSION

Acts committed at school or school activity or on the way to and from school or school activity.

Inflicted physical injury†

Possessed dangerous objects

Possessed drugs or alcohol (policy determines which offense)

Sold look alike substance representing drugs or alcohol

Committed robbery/extortion

Caused damage to property‡

Committed theft

Used tobacco (policy determines which offense)

Committed obscenity/profanity/vulgarity

Possessed or sold drug paraphernalia

Disrupted or defied school staff

Received stolen property

Possessed imitation firearm

Committed sexual harassment

Harassed, threatened or intimidated a student witness

Sold prescription drug Soma

Committed hazing

Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.

MANDATORY EXPULSION

Act must be committed at school or school activity:

Firearm

Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.

Selling or otherwise furnishing a firearm.

Brandishing a knife at another person.

Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.

Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.

Possession of an explosive.

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

The Teacher Principal, in accordance with law, shall ensure all applicable staff shall be notified of students who may pose a danger in the classroom. All information regarding suspension and expulsion is CONFIDENTIAL, and shall not be shared with any unauthorized parties.

Jefferson shall define a potentially dangerous student as a pupil who has:

1. During the previous three school years, engaged in an act resulting in a suspension or expulsion (except actions concerning tobacco use).
2. Committed a crime reported by a family member, local law enforcement, court services, probation department or social services.

In the event Jefferson Elementary is provided information from a previous school or agency or becomes aware of such behavior during the course of the student's enrollment, this information shall be used to develop awareness, assign appropriate discipline consequences, assist in allocating resources, and may be a factor in determining which services are provided to the student or recommended to the parent/guardian.

Staff members are notified of a dangerous student via the following process:

1. Any student meeting the above criteria will be flagged in his or her cumulative file.
2. Upon receipt of incoming cumulative files, data is reviewed by the Teacher Principal and flagged.
3. If a student is flagged, a meeting will be scheduled between the Instructional Aid and Teacher Principal to review any questions or concerns, and to establish support strategies as appropriate.
4. If needed, the San Benito County Office of Education Special Education department will be notified for additional strategies and support to staff and/or student.

5. Staff will sign an acknowledgement form which will be kept in student's cumulative file.

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

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- (b) Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- (c) The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- (d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Students enrolled in grades K – 3 are specifically excluded from the legislation. Students in grades 4-8 may be suspended or recommended for expulsion (Ed Code Section 48900.2) if the Teacher Principal determines: 1. The student made sexual advances, requested sexual favors, or exhibited other verbal, visual, or physical conduct of a sexual nature; and 2. A reasonable person of the same gender as the victim would consider the conduct sufficiently severe or pervasive to: a. Have a negative impact upon another's work or academic performance; or b. Create an intimidating, hostile, or offensive work or educational environment.

Sexual harassment may subject a student to suspension or expulsion regardless of the student's intent. The fact that a student did not mean to subject another to sexual harassment is not a defense. The negative effect of the sexually offensive conduct on another is, by itself, a sufficient ground for suspension or expulsion.

To expel a student for sexual harassment, the Governing Board must find that:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
- 2. Due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

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

Dress code violation

Not being dressed according to school dress guidelines: any revealing, distracting, offensive, or gang-affiliated clothing or accessories.

No words or pictures of controlled substances or weapons of any kind.

Footwear must be appropriate for physical education activities that involve running.

Prohibited: spaghetti straps, low or too tight tops, too short shorts or skirts.

No sagging pants or visible underwear. Hats and hoods are to be worn outside only.

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

Parents provide transportation to and from school for their children. If transportation support is needed, the parent(s) should contact the Teacher Principal to determine available resources.

Students are expected to maintain appropriate behavior not only on campus, but also on their way to and from school. Jefferson prohibits the possession of weapons, imitation firearms, or dangerous instruments of any kind, including when on their way to and from school.

When parents bring their child to school, they should remain in the vehicle until they confirm that the Teacher Principal or Instructional Aid is in the building.

Parents should avoid signing their child out of school early for reasons other than illness or necessary medical appointments. When possible, the parent should notify the Teacher Principal of the early dismissal in advance and provide a reason for the absence. Parents will need to sign their child out of school at the main building.

Visitors are to sign in at the front door of the school.

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

Component:

People and Programs - Creating a Caring and Connected School Climate

Element:

Goal 1:

Jefferson will create a safe and secure environment for improving student achievement by maintaining the rate of 0% Suspensions and 0% Expulsions

Opportunity for Improvement:

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--|--|--------------------------|-------------------------------------|--|
| Ensure students' mental and physical well being. | 1. Complete daily social emotional check ins for all students 2. Weekly behavior reports to parents | Staff training, webinars | Elizabeth Volmer, Teacher Principal | Monthly Summary Report submitted to Monica Barragan at SBCOE |

Component:

Physical Environment - Creating a Physical environment that Communicates Respect for Learning and for Individuals.

Element:

Jefferson will offer a safe and secure physical environment

Opportunity for Improvement:

Complete school blacktop repairs and ensure ongoing maintenance.

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|--------------------------------------|---|--|------------------|--|
| Replace aging blacktop | 1. Work was completed in 2021, but significant cracks have returned. The blacktop needs to be completely removed and a new foundation laid. 2. Research funding/grant opportunities for this significant repair. 3. Consider a partial replacement. 4. Discuss options with county office business department. | San Benito County Office of Education Asphalt company | Elizabeth Volmer | Completion of work |
| Maintain a "Good" Rating on FIT tool | 1. Local, monthly inspection by a community member Provide monthly report to School Board to authorize needed repairs and determine who will complete the needed work. | funds | Elizabeth Volmer | School Board Agenda, Minutes and financial report. |

Component:

Element:

Opportunity for Improvement:

| Objectives | Action Steps | Resources | Lead Person | Evaluation |
|------------|--------------|-----------|-------------|------------|
| | | | | |

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

Jefferson Elementary School Student Conduct Code

Jefferson helps students bring about proper conduct as part of a Multi-Tiered System of Supports. This Multi-Tiered System of Supports includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, which may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community. This also includes referral to a School Attendance Review Board for students who are habitually insubordinate or disorderly during attendance at school (EC Section 48263). Suspension may be used, but is not required, except for severe behavior offenses. Our aim is to offer a process for discipline that is corrective, supportive and preventive. Our goal is to develop appropriate behavior that lasts. When working with students, parents, and/or staff members work collaboratively to solve discipline dilemmas. We will employ the following strategies, as appropriate, according to the severity of the misbehavior.

Behaviors will be categorized as Mild/Moderate, Serious, or Severe

Mild/Moderate: 1. Arguing over a game. 2. Cell phones (display or use of without permission from staff member), 3. Chasing. 4. Cutting in line. 5. Littering. 6. Misuse/Abuse of playground equipment. 7. Physical/Auditory annoyance (low-level) 8. Playing after the bell. 9. Playing/loitering in restrooms. 10. Public display of affection (low-level). 11. Running in the school or on walkways. 12. Toys/Non-educational toys during class time. 13. Yelling in building/Lunch area.

Serious: 1. Cheating on classroom assignments. 2. Defiant toward adults. 3. Disobeying yard duty personnel. 4. Dress code violation. 5. Fighting (verbal) 6. Gossiping /Rumoring 7. Hitting with ball or rope. 8. Malicious teasing/putdowns/insults/name calling. 9. Physical/Auditory annoyance. 10. Obscene language 11. Public display of affection. 12. Purposeful exclusion. 13. Pushing/hitting/kicking (lower-level) 14. Spitting 15. Throwing rocks and sticks 16. Vandalism (Lower-level)

Severe: 1. Biting 2. Choking 3. Discriminatory language/behavior 4. Invading privacy in bathroom 5. Pushing/Hitting/Kicking 6. Throwing hard objects at others 7. Verbal threats/intimidation

Infractions that are defined in Education Code Section 48900 and are immediate Third Offense Severe: 1. Sexual harassment 2. Drugs/Alcohol/Tobacco 3. Extortion 4. Fighting 5. Stealing 6. Vandalism/Destroying property 7. Obscene acts or habitual profanity 8. Exposing self or others 9. Sexual assault 10. Inappropriate and/or vulgar gestures 11. Inappropriate Touching

Conduct Code Procedures

CORRECTIVE ACTION

1ST OFFENSE

Mild/Moderate: Verbal warning

Serious: Verbal correction, Parent Notification, Appropriate consequence.

Severe: Teacher-student conference, Call to Parent, 1 day Out-of-school suspension

2nd OFFENSE

Mild/Moderate: Teacher-student conference, Parent notification, Appropriate consequence

Serious: Behavior contract, Parent phone call, up to 3 days lunch detention

Severe: Parent conference, 2-day Out-of-school suspension

3rd OFFENSE

Mild/Moderate: Parent phone call, up to 3 days lunch detention, Behavior contract

Serious: Behavior contract, Parent phone call, Up to 5 days lunch detention

Severe: Parent conference, Up to 5-days Out-of-school suspension, and/or consideration for expulsion.

(J) Hate Crime Reporting Procedures and Policies

Jefferson is committed to ensuring a safe, bully-free environment for all students where all students can learn regardless of his or her gender, sexual orientation, race, or religious background.

PROCEDURES FOR REPORTING AND INVESTIGATING BULLYING AND/OR HATE CRIME INCIDENTS

1. All staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the Teacher/Principal or designee in accordance with established procedures. Reports of bullying are to be made in writing and may be made confidentially. All such reports will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by Teacher/Principal or designee of the report.
2. If either the Teacher/Principal or designee is the alleged bully, the report should be made to the School Board President. Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual, is encouraged to report the conduct to the Teacher/Principal or designee.
3. There shall be no retaliation against individuals making such reports. If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the students shall be subject to disciplinary action, which may include suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate.
4. After receiving the report, the Teacher/Principal or designee will immediately undertake an investigation of the report. The investigation shall include interviewing the individual(s) who are victim(s) of the bullying and collecting whatever other information is necessary to determine the facts and the seriousness of the report. At no time will the alleged victim and perpetrator be interviewed together. A maximum of 10 school days shall be the time limit from initial filing of incidents to completion of the investigation.
5. Parents and/or guardians of each student involved in the bullying will be notified prior to the conclusion of the investigation. Notifications shall be via telephone, personal conference, and/or in writing. All notifications will be documented. The District will maintain the confidentiality of the report and any related student records to the extent required by law.
6. Support will be provided as needed for the identified victim(s). When appropriate, behavioral interventions will be provided for the bully or perpetrator.
7. Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the district's bullying policy.
8. Notice of this policy shall be distributed to parents, students, and staff on an annual basis.

Safety Plan Review, Evaluation and Amendment Procedures

The Safety Plan will be reviewed annually by the Teacher Principal, Instructional Aid, and School Site Council. The plan will be evaluated for effectiveness by the San Benito County Office of Education, local sheriff and fire department. The Safety Plan will be presented for approval to the Jefferson Governing School Board before March 1 of each year. During the annual review, amendments may be made to the Safety Plan based on conditions of the school, legislative requirements, and/or at the request of staff, students, or other Jefferson stakeholders.

If an amendment is required after adoption, it will be presented to the Teacher Principal who will review the amendment with the School Site Council, and present it to the Jefferson School Board at the next available School Board Meeting that takes place on the second Wednesday of each month, unless noted otherwise on the School Board Meeting calendar.

Safety Plan Appendices

Emergency Contact Numbers

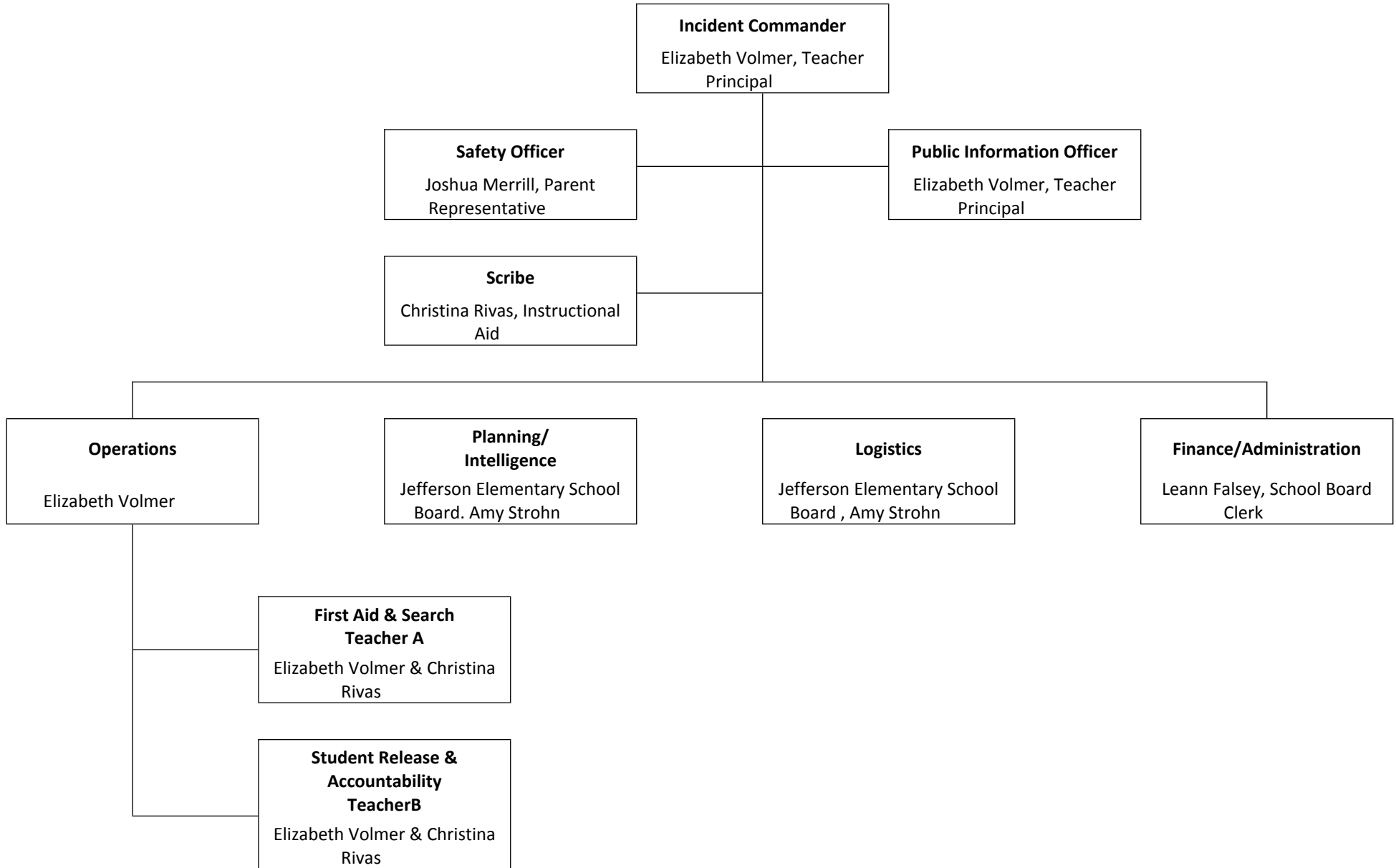
Utilities, Responders and Communication Resources

| Type | Vendor | Number | Comments |
|--------------------------------|------------------------------------|----------------|----------|
| Law Enforcement/Fire/Paramedic | Cal Fire (Bear Valley) | 831-389-4591 | |
| Law Enforcement/Fire/Paramedic | Cal Fire (Fairview Rd, Hollister) | 831-637-4475 | |
| Law Enforcement/Fire/Paramedic | Sheriff's Department | 831-636-4080 | |
| Law Enforcement/Fire/Paramedic | Highway Patrol (Gilroy) | 408-848-23243 | |
| City Services | Adult or Child Protective Services | 831-636-4190 | |
| Other | Animal Control | 831-636-4320 | |
| Public Utilities | Pacific Gas & Electric | 1-800-743-5000 | |
| Public Utilities | Dassell's Petroleum | 1-888-327-7357 | |

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) |
|---|----------------------|--|
| The Teacher/Principal conducted the annual Fitness Report | October 2, 2024 | |
| FIT Report to School Board | November 13, 2024 | FIT Report |
| the Teacher Principal Presented the Comprehensive School Safety Plan to the Jefferson School Board for adoption | January 8, 2025 | |

Jefferson 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:

Jefferson has a staff of two people: the Teacher Principal and Instructional Aid. In the event of an emergency, all functions below will be performed by them. In the event of an actual, Jefferson staff will call on School Board Members and School Site Council Representative to provide support and help as needed and as they are available.

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The Plan will be:

- Initiated by the Teacher/Principal or designee when conditions exist which warrant its execution

Step Two: Identify the Level of Emergency

- Level 1: School Emergencies: Situations in which the scope is limited to school settings and school-based personnel and no assistance is needed
- Level 2: School Emergencies Needing Outside Help: These are events where support and involvement is required from personnel from outside the school. While these events may require help from non-school employees, they do not reach the scope and gravity of community-level disasters requiring community-wide support.
- Level 3: Community/Countywide Emergencies: These include large-scale events during which coordination of services from school and local community response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire, and rescue) respond and assume responsibility. However, the school must rely on its own resources until they arrive.

Step Three: Determine the Immediate Response Action

LOCKDOWN

If an emergency situation occurring in the vicinity of a school threatens student safety, the school may be placed under "lockdown."

- All school doors and windows are locked
- All students and staff remain in their classrooms or offices
- No one is permitted to leave and no one, including parents, is allowed on campus.

Although such measures may seem extreme, they have proven effective in ensuring student safety. In fact, in an emergency, school is one of the safest places a child can be. Whenever a threat arises, schools are the focus of heightened attention from School Police and local authorities.

EVACUATION/RELOCATION

- Call 911, if necessary.
- Teacher/Principal determines evacuation procedures after consulting with authorities.
- Teacher/Principal determines if students and staff should be evacuated outside of school buildings(s), or to relocation centers.
- Teacher/Principal notifies relocation center.
- Direct students and staff to follow fire drill procedures and route. If the normal route is too dangerous, follow alternate route.
- Close all windows; turn off lights, electrical equipment, gas, water faucets, air conditioning, heating, and ventilation, if possible.
- Place evacuation sign in window (e.g., 8 1/2 x 11 paper with words and important evacuation information).

RELOCATION

CENTERS

Each school should have a primary center close by, and a secondary relocation center further away in the event of a community-wide emergency.

- Primary: Bar SZ Ranch
- Secondary: Pinnacles Visitor Center

Step Four: Communicate the Appropriate Response Action

Should a lockdown occur, parents are asked to remain calm as school and local authorities manage the situation. If it appears the lockdown will last for an extended period of time, or go beyond dismissal time, school staff will attempt to notify parents by phone, as students will not be allowed to leave until recommended by the appropriate authorities.

Parents may be required to pick children up from school or another designated safe area, once it is determined to be safe to do so. To further ensure student safety, parents may be required to present identification. The reunification location will be given to parents over the phone if possible, and will always be publicized to the media.

Types of Emergencies & Specific Procedures

Aircraft Crash

Staff Actions

Notify staff and students

Move students away from immediate vicinity of the crash

One staff member, most likely Instructional Aid, will remain with students unless subsequent explosions or fire endanger the building

Staff member, most likely Teacher Principal, will call 9-1-1

Initiate Shelter in Place, if warranted

Initiate Reverse Evacuation for students and staff outside or direct them to designated area until further instructions are received.

Ensure that students and staff remain a safe distance from the crash.

Notify School Board President or Vice President and CalFire

Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do.

Animal Disturbance

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

The staff will:

Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.

If the animal is outside, keep students inside and institute a LOCKDOWN.

If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal

Contact the Humane Society for assistance in removing the animal.

If the animal injures anyone, seek medical assistance from the school nurse.

Notify parent/guardian and recommended health advisor.

Armed Assault on Campus

In the event of an Armed Assault on Campus, staff will initiate a Shelter in Place

Turn off lights.

Close and lock all doors to the outside.

Seek shelter away from windows and doors

Stay as low to the floor as possible, trying to stay out of the line of sight of the perpetrators.

Remain silent and still. Silence cell phones or similar devices.

Do not draw attention to yourself or others.

Notify 9-1-1 as soon as possible.

State: This is an emergency.

Give your name, location, nature of emergency and phone number from which you are calling.

Do not hang up until you are sure no further information is required, unless there is an immediate threat to your safety.

Biological or Chemical Release

HAZARDOUS MATERIALS/CHEMICAL SPILLS

- Call 911.
- Notify all staff members.
- Seal off area of leak/spill.
- Take charge of area until fire or hazmat personnel contain the incident.
- Fire officer in charge will recommend sheltering or evacuation actions.
- Follow plans and procedures for sheltering or evacuation.

- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire or hazmat officials.

GAS

LEAKS

The person detecting the odor of natural gas will:

- Notify the Teacher Principal who will:
- Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).
- Immediately call 9-1-1 and notify the Hollister Fire Department and provide: 1. Building address, 2. Site Name, 3. Description of the odor, and 4. Location of the odor.
- If ordered to do so, evacuate the building.
- If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the Hollister Fire Department personnel.
- Notify Pacific Gas and Electric at 1-800-468-4743
- If it's a propane leak, notify Dassel's Petroleum at 831-636-5100

Bomb Threat/ Threat Of violence

On receiving a message that a bomb has been planted in the school:

- Use bomb threat checklist.
- Ask where the bomb is located, when bomb will go off, what materials rein the bomb, who is calling, and why is caller doing this.
- Listen closely to caller's voice, speech patterns, and background noises.
- After hanging up, immediately dial *57 to trace the call.
- Notify Teacher/Principal or designee.
- Teacher/Principal determines whether a lock-down or evacuation is the appropriate course of action. Teacher/Principals orders based on determination.
- Teacher/Principal notifies 911 (police) and other agencies as necessary.
- Teacher/Principal must report incident to fire marshal. If lock-down is ordered, use procedure in the lock-down section of this checklist. If evacuation is ordered, follow these procedures"

1. Teacher/Principal alerts staff and students. Do not mention term "Bomb Threat." 2. Use standard fire drill procedures to evacuate school building(s) unless evacuating into the reported bomb location. 3. Direct students to take their belongings. 4. Students and staff must be evacuated to a safe distance away from the school. 5. After consulting with the safety personnel, the Teacher/Principal may move students to a primary relocation center, if weather is inclement or the building is damaged. 6. Teachers should take roll of students following evacuation. 7. No one should re-enter the building(s) until declared to be safe by fire or police personnel. 8. Teacher/Principal notifies staff and students when emergency is terminated. Resume normal operations.

Bus Disaster

Jefferson Elementary does not offer bus services.

Disorderly Conduct

FIGHTS/ASSAULTS

- First, ensure the safety of students and staff
- Call 911, if necessary.
- Notify the Teacher/Principal.
- Seal off the area where the assault took place.
- De-escalate and defuse the situation, if possible.
- Teacher/Principal notifies police if a weapon was used in the assault, if a victim has physical injury causing substantial pain or impairment of physical condition, or if the assault involved sexual contact.
- Teacher/Principal notifies parents of students involved in the assault.
- Document all actions. Ask victim(s) and/or witness(es) for their account of the incident.
- Teacher/Principal will assess counseling needs of the victim(s) and/or witness(es).
- Implement post-incident procedures, if necessary.

INTRUDER

ON

CAMPUS

Intruder: "An unauthorized person who enters school property."

- One staff member will approach the intruder while the other remains with the students.
- Politely greet intruder and identify yourself.
- Ask the intruder the purpose of his/her visit.
- Inform intruder that all visitors must register.
- If purpose is not legitimate, ask intruder to leave.
- Accompany intruder to the exit.

- If intruder refuses to leave:

1. Warn of the consequences for staying on school property. Inform intruder that police will be called. 2. Notify security or police and Teacher/Principal if intruder refuses to leave. Provide full description of intruder. 3. Walk away from intruder if he/she indicates potential for violence (be aware of actions, location, weapons, or packages, etc.) 4. Teacher/Principal notifies authorities and may issue lock-down procedures.

HOSTAGE

- If the hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Provide details of situation, ask for assistance.
- Seal off area near hostage scene.
- Notify Teacher/Principal; Teacher/Principal notifies authorities.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events and actions.

If taken hostage:

- Follow instructions of hostage taker.
- Try to keep calm. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak; do not argue or make suggestions.

Earthquake

During an Earthquake:

- Stay calm. First and foremost, having an emergency plan will help you and your students remain calm.
- Stay put. If you are indoors, stay there. If outdoors, stay there.
- Take cover. If indoors, do a "drop and cover" under a desk, table, or bench, or stand alongside an inside wall, in an archway, doorway that does not have a door, or corner. Avoid windows, doorways with a door, bookcases, hanging fixtures, or outside walls until the shaking stops.
- If no protection is available, drop to the floor and cover your head with your hands. Make sure students are in "drop and cover" positions.
- Do not be surprised if the electricity goes out, or if fire alarms go on.

After an Earthquake:

- Keep students safe and relaxed. Carefully evaluate the situation.
- Use caution when moving students and staff to safe area(s).
- Make sure everyone is alright. Take class rosters and account for all students.
- Do not move the seriously injured unless they are still in danger.
- Administer first aid, if necessary.
- Wear sturdy shoes in areas near fallen obstacles and broken glass.
- Check natural gas, water, and electrical lines for damage.
- Do not use the telephone, light switches, matches, candles, or other open flame unless you are absolutely certain there is not natural gas leaking.
- Do not touch electrical power lines or broken electrical equipment.

- Be prepared for aftershocks.

Explosion or Risk Of Explosion

In the event that a staff learns of an explosion or risk of explosion in the area:

- Call 9-1-1 from a safe location.
- If safe, a staff member, mostly likely the Instructional Aid, will remain with the students inside a building.
- The Teacher Principal will assess the situation to determine if an Evacuation is needed. She will consult with local authorities as to threat to the students and property.
- If necessary, the Teacher Principal will execute Evacuation procedures to relocate students to a safe location or, if appropriate, arrange for parents to pick up their children.
- A staff will notify the School President, Vice President, and SBCOE for additional assistance as needed.

Fire in Surrounding Area

In the event that a staff learns of a fire in the surrounding area:

- Call 9-1-1 from a safe location.
- If safe, a staff member, mostly likely the Instructional Aid, will remain with the students inside a building.
- The Teacher Principal will assess the situation to determine if an Evacuation is needed. She will consult with local authorities as to threat to the students and property.
- If necessary, the Teacher Principal will execute Evacuation procedures to relocate students to a safe location or, if appropriate, arrange for parents to pick up their children.
- A staff will notify the School President, Vice President, and SBCOE for additional assistance as needed.

Fire on School Grounds

In the event that a fire, smoke from a fire, or a gas odor has been detected a staff member will:

- Call 9-1-1 from a safe location.
- Evacuate students and staff to a safe distance outside of the building.
- Follow the normal fire drill routine. If normal route(s) are too dangerous, follow alternate route.
- Teacher/Principal should take a class roster and account for all students. Roll must be taken after evacuation.
- Teacher/Principal notifies authorities, School Board President, and fire marshal.
- No one should re-enter the building(s) until declared safe by fire service personnel.
- Teacher/Principal notifies students and staff of termination of emergency and resumption of normal operations.

Flooding

In the event that the campus becomes flooded:

- If emergency personnel, if needed.
- Call 9-1-1 from a safe location, if needed
- If safe, a staff member, mostly likely the Instructional Aid, will remain with the students at a safe location.
- The Teacher Principal will assess the situation to determine if an Evacuation is needed. She will consult with local authorities.
- If necessary, the Teacher Principal will execute Evacuation procedures to relocate students to a safe location or, if appropriate, arrange for parents to pick up their children.
- A staff member will notify the School President, Vice President, and SBCOE for additional assistance as needed.

Loss or Failure Of Utilities

It is the District's intent that the school will remain open during a power outage.

Preparing for an outage:

- Ensure portable lighting (i.e., flashlights and batteries) is available in every classroom.
- Keep pathways and/or hallways clear at all times.
- Ensure school staff have established alternative teaching methods and plans to be used during power outages.

- Both buildings on campus have sufficient windows to continue alternate activities during an outage, or the Teacher Principal may take the students outside if weather permits.

During an outage:

- Teacher Principal walks through campus and checks on the status of individuals in each building.
- Ensure students leave the door open when using the restroom and have a buddy with him or her.
- Do NOT use candles or gas lanterns.
- Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.
- Use the Ham Radio to obtain outside information about the outage, particularly for an estimate when services will resume.
- Continue appropriate school activities during the outage until the power is restored.
- Release students to parents at the regular dismissal time.

Motor Vehicle Crash

Notify the other staff member.

One staff member will move students to a safe area away from the accident where they can continue instruction.

The other staff member assess the situation: 1. Determine if 9-1-1 or other authorities need to be called. 2. Offer First Aid to victims if appropriate, 3. Offer other support, such as the school phone, if needed. 4. Notify the School President and/or SBCOE of the incident and provide detailed information about the incident and all actions taken.

Psychological Trauma

Report the incident to appropriate personnel at the San Benito County Office of Education for support and to arrange counseling services.

(831) 637-5393

Suspected Contamination of Food or Water

Jefferson receives food from Hollister School District for lunches and breakfast. Daily temperature of the refrigeration system and hot food is conducted. At least one staff member to complete Food Safety Permit annually. If food is spoiled, properly dispose of it.

If water is contaminated, turn off the water to the buildings.

Notify the SBCOE, Dassells, and local authorities.

Emergency bottled water is available on campus to staff and students.

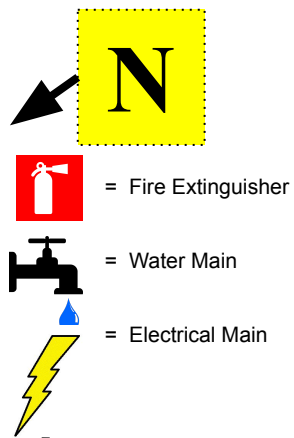
Unlawful Demonstration or Walkout

If a staff member unlawfully walks out, the other staff member will call the School Board President and SBCOE. She will remain with the the students and provide support, instruction, safety, etc. as required by the situation. The Jefferson School Board will be authorized to begin the termination of employment process of the employee.

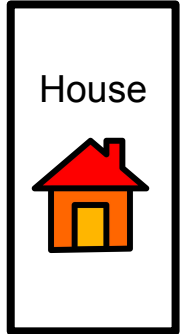
Emergency Evacuation Map

Emergency Evacuation Diagram

Jefferson School District



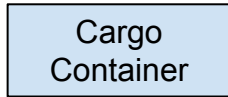
Parking Area



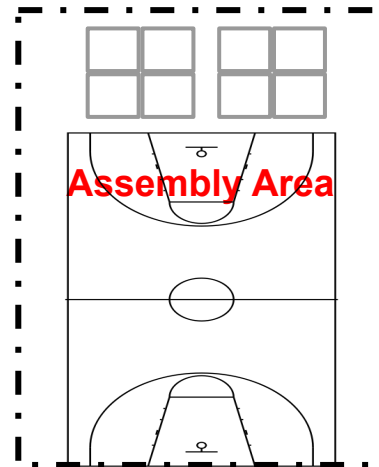
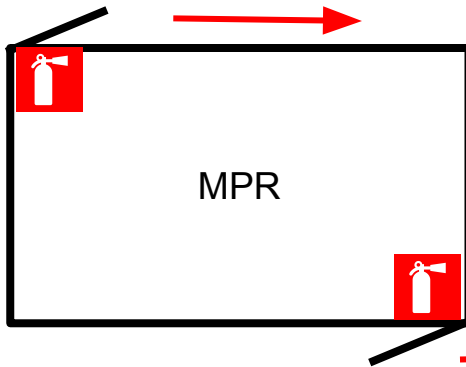
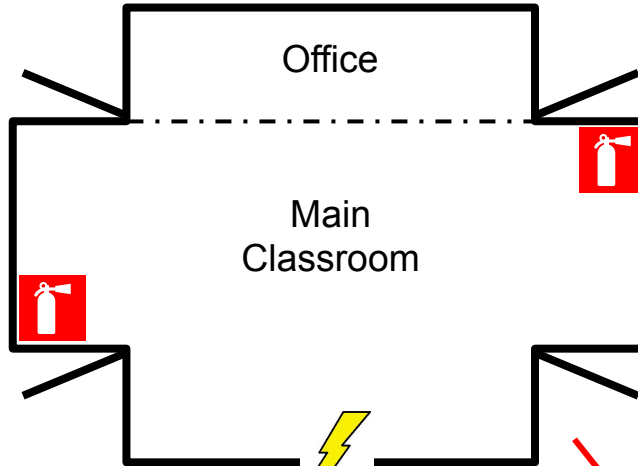
House



Cargo Container



Cargo Container



Open Field



BASIC SHELTER INFORMATION

Site Name/ School District _____ NSS ID# _____ Date _____

Name of building _____ Building # _____ of _____

Phone # _____ Fax # _____ Website _____

Shelter address _____

Town/ City _____ County/ Parish _____ State _____ Zip Code _____

Mailing Address (if different) _____

Town/ City _____ County/ Parish _____ State _____ Zip Code _____

Agency operating shelter (check one) Red Cross FEMA DHS TSA SBC Other _____

Shelter agency type (check one) Red Cross managed Red Cross partner Red Cross supported Independent _____

Shelter type (check all that apply) Evacuation General Medical Other _____

General facility notes _____

Shelter Capacity

Use the calculations to calculate the capacity for sleeping space.

Total sq feet _____ **Evacuation** _____ usable sq ft ÷ 20 sq ft/person = _____ person capacity

_____ **Post Impact** _____ usable sq ft ÷ 40 sq ft/person = _____ person capacity

Sq feet usable for sleeping space _____ **Other** _____ usable sq ft ÷ _____ sq ft/person = _____ person capacity

Geographic Information

Use major landmarks (e.g. highways, intersections, rivers, railroad crossings, etc.) that will be easily recognizable in a disaster. Latitude and longitude coordinates can be found at online web sites, using a global positioning system device, or will auto populate when the address is entered into the National Shelter System.

Latitude _____ Longitude _____ Elevation _____

In storm surge/evacuation Yes No Hurricane category or evacuation area _____ No Yes In flood plain Yes No year flood impact Yes No

Directions to facility _____

Point of Contact to *Authorize Use* of Facility

Name _____ Title _____ Phone # _____

24 hour # _____ Fax # _____ Email _____

Contact notes _____

Point of Contact to *Open* Facility

Name _____ Title _____ Phone # _____

24 hour # _____ Fax # _____ Email _____

Contact notes _____

Alternate Point of Contact

Name _____ Title _____ Phone # _____

24 hour # _____ Fax # _____ Email _____

Contact notes _____

Pet Shelter

Pet shelter space available on site Yes *answer questions below* No nearest location _____

Separate ventilation system Yes No Cement or tile floors with drains Yes No Outdoor space to relieve pets Yes No

Agency that will operate the pet shelter _____ Phone # _____ 24 hour # _____

ADDITIONAL INFORMATION

Shelter agreement signed Yes No Date signed _____ Notes _____

Pre-designated shelter team assigned Yes Team name _____ No

Current facility floor plans available Yes Location of copies _____ No

International Association of Venue Managers (IAVM) facility Yes No

Use the [Standards for Selection of Hurricane Evacuation Shelters](#) to select hurricane evacuation shelters. In this document, you will find a planning process that involves many factors (e.g. technical information for storm surge and flood mapping). This process requires close coordination with local officials for technical information to make decisions about hurricane shelter suitability. Use the Facility Construction section to assist with determining whether this can be a hurricane evacuation shelter.

Shelter can be a hurricane evacuation shelter Yes No Notes _____

Survey Conductors *(List all who participated in the survey)*

| Name | Title | Organization | Phone # |
|-------|-------|--------------|---------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

LIMITATIONS OF FACILITY USE

Check one This facility will be available for use at any time during the year This facility is only available for use during the time periods listed below This facility is not available for use during the time periods listed below

| | | | |
|---------------------------|---|---------------------------|---|
| Dates (mm/dd/yyyy) | Times (hh:mm) | Dates (mm/dd/yyyy) | Times (hh:mm) |
| From _____ | <input type="checkbox"/> AM <input type="checkbox"/> PM | From _____ | <input type="checkbox"/> AM <input type="checkbox"/> PM |
| To _____ | <input type="checkbox"/> AM <input type="checkbox"/> PM | To _____ | <input type="checkbox"/> AM <input type="checkbox"/> PM |

List any recurring dates that the facility is not available (e.g. every sunday) _____

Areas of the facility that are restricted during use _____

FACILITY CONSTRUCTION & SAFETY

Facility Construction

Construction material Wood Masonry/Brick Pre-fab Bungalow Concrete Metal Trailer Pod Other _____

stories/floors _____ Notes _____

Elevator Yes No Location _____ Notes _____

Open roof-spans (see [Standards for Selection of Hurricane Evacuation Shelters](#) for current standards) Yes No Length _____ No

Windows in sleep area Yes No If yes, shatter protected Yes No If yes, protected with shutter Yes No

Fire & AED Safety

Some facilities may not meet fire codes based on building capacity. The questions below are a general reference. Contact your local fire department with questions or for more information.

Fire alarms & systems (check all that apply) Working smoke detectors Inspected fire alarm system Functional sprinkler system Functional direct fire department alert

Comments from fire department _____

AED(s) on site Yes No Location _____ No

Facility Inspection Point of Contact

If requested, who would inspect this facility post-impact to determine it is safe to occupy?

Name _____ **Title** _____ **Phone #** _____

24 hour # _____ **Fax #** _____ **Email** _____

Contact notes _____

SANITATION, FEEDING & UTILITIES

Sanitation, Utilities & Power

The recommended ratio for toilet facilities is a minimum of 1 toilet for 20 people. The optimum scenario for showers is 1 shower for every 25 residents. Count all facilities that will be available to shelter residents and staff.

Showers available Yes **# of showers** _____ No **Toilets available** Yes **# of toilets** _____ No

Check all that apply **Heating** Electric Natural Gas Propane Fuel Oil **Cooling** Electric Natural Gas Propane

Check all that apply **Cooking** Electric Natural Gas Propane **Water** Municipal Well(s) Trapped

Self-sufficient power Yes **Type** _____ No

Note fuel requirements, generator capacity, facility areas supported by generator(s), and other relevant information.

Emergency generator on site Yes No **Notes** _____

Feeding

Food Prep (*check all that apply*) Warming oven kitchen Full service Central kitchen (delivery)

Food stock stored on site Yes **# meal can be served** _____ No **Refrigeration units on site** Yes **# units** _____ No

Seating capacity Cafeteria _____ Snack Bar _____ Other indoor seating _____ **Total estimated seating capacity for eating** _____

Notes on feeding _____

ACCESSIBILITY

See accompanying Shelter Facility Survey-Accessibility Instructions.

Facility Construction Facility built in 1993 or later, or extensively altered in 1992 or later. _____ Yes No

Parking Areas Parking available. _____ Yes No

Answer below if parking is available

Accessible parking space(s) Yes No **Notes** _____

Van accessible parking space(s) Yes No **Notes** _____

Drop-off/Loading Area Permanent drop-off area/loading zone with marked access aisle or space available to designate as temporary drop-off area/loading zone. _____ Yes No

Facility Entrance

- Sidewalk connects parking area and any drop-off area to at least one facility entrance. Yes No
- Route from accessible parking spaces and any drop-off area/loading zone to at least one facility entrance has no steps or curbs without curb cuts. Yes No
- Where route crosses curb, curb cuts are at least 36" wide. Yes No
- Automatic doors or doors without knob hardware. Yes No
- Doorways at least 32" wide when door is open. Yes No
- Level landings on interior and exterior sides of entry door. Yes No
- No objects protrude from the side more than four inches into the route to the facility entrance. Yes No
- If the main facility entrance does not appear to be accessible, another entry is accessible. Yes No
- A sign identifies the location of the accessible entrance. Yes No

Routes to Service Delivery Areas

- A route without steps is available to access each service delivery area, as well as restrooms and showers or service can be provided in area that can be accessed by route with no steps. Yes No
- Using a yard stick held horizontally at your waist level, walk from the facility entrance to each service delivery area, as well as restrooms and showers. Except at doorways (which must be only 32" wide), no part of the route is less than 36" wide. Yes No
- Route has vertical clearance of at least 80". Yes No
- No objects protrude from the side more than 4" into the routes to the various service delivery areas. Yes No
- Automatic doors or doors without knob hardware. Yes No
- Doorways at least 32" wide when door is open along routes to each service. Yes No
- If a service delivery area is accessible only by elevator, there is back-up power for the elevator(s). Yes No

Ramps

- Ramps are at least 36" wide, have handrails on both sides 34"-38" above the ramp surface, and have level landings at least 60" long. Yes No
- If yes, type of ramp** Fixed Portable Not provided
- If ramps are longer than 30 feet, a level landing at least 60" long is provided every 30 feet. Yes No

Restrooms

- Area where person in a wheelchair can turn around (60-inch diameter circle or T-shape turn area). Yes No
- Doorways at least 32" wide when door is open. Yes No
- Doors without knob hardware. Yes No
- Toilet seat is 17"-19" high. Flush control is automatic or manual control on the open side of the toilet and no higher than 48". Yes No
- Toilet's centerline is 16"-18" from the nearest side wall. Yes No
- Stall at least 60" wide and 56" deep (wall-mounted toilet) or 59" deep for (floor mounted toilet). Yes No
- Space at least 9" high is provided beneath the front and one side of the stall. Yes No
- Appropriate grab bars. Yes No
- Toilet paper dispenser is within 36" of the rear wall. Yes No
- At least one accessible sink. Yes No

Showers

Showers available. Yes No

Answer below if showers are available

At least one accessible shower stall with appropriate grab bars. Yes No

Stall type Transfer stall Roll-in shower Not provided

Shower seat 17"-19" high. If in transfer stall, seat is on the wall opposite the shower controls. If in roll-in shower, seat is on wall adjacent to the shower controls. Yes No

Hand-held shower spray with ability to mount at 48" (typically via a mount that can be adjusted along a fixed vertical bar), or alternatively a fixed shower head at 48". Yes No

Controls do not require tight grasping, pinching or twisting and are mounted 38"-48" high and no more than 18" from the front of the shower. Yes No

Eating areas

At least some tables have tops 28"-34" high and space underneath at least 27" high, 30" wide and 19" deep. Yes No

Serving line or counter no higher than 34". Yes No

Assessment

Relevant areas of the facility are accessible to people with disabilities without adjustments. Yes No

Facility has at least one accessible entrance and one accessible restroom, and otherwise is capable of being made accessible during a disaster with minor adjustments. Yes No

Facility would require extensive adjustments to be accessible during a disaster. Yes No

Adjustments for Accessibility (*Identify any adjustments or enhancements that should be made to make the relevant areas of the facility accessible during a disaster*) _____

OTHER CONSIDERATIONS

Additional Facilities & Space

Isolated care areas Yes No **Type of area** Rooms Shelter area Separate facility/area **Shelter registration area** Yes No

Laundry facilities Yes No **# of washers** _____ **# of dryers** _____ **Who can access the laundry facilities** Shelter workers Shelter residents

Special conditions or restrictions for laundry _____

Available Materials

One cot and two blankets per shelter resident is recommended. Note all available materials for shelter use in the notes section.

Cots available Yes No **# of cots** _____ **Location** _____

Blankets available Yes No **# of blankets** _____ **Location** _____

Children's supplies (e.g. cribs & changing table) Yes No **Chairs & tables available** Yes No **# of chairs** _____ **# of tables** _____

Notes _____

