

School Site Council

Consejo Escolar

Nov. 13, 2025

¡Bienvenidos!
Welcome!
11/13



¡Bienvenidos!
Welcome!

Penny for Your Thoughts:
What were you doing?

Agenda

1. Welcome!
2. Big 5 - Safety Plan

1. Bienvenidos
2. Las Cinco Grandes Acciones- Plan de Seguridad

What is SSC? / ¿Qué es el Consejo Escolar?

The School Site Council serves as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The legislative intent for the formation of School Site Councils is that individuals who are most affected by the operation of the school should have a major role in the decisions regarding how a school functions. Education should be a joint effort of parents, teachers, administrators and other school staff –those whose common goal is the success of ALL students.

El Consejo Escolar de la escuela sirve como el organismo representativo de la comunidad escolar para determinar el enfoque del programa académico de instrucción de la escuela y todos los recursos categóricos relacionados. La intención legislativa para la formación de los Consejos Escolares es que las personas más afectadas por el funcionamiento de la escuela tengan un papel fundamental en las decisiones sobre cómo opera una escuela. La educación debe ser un esfuerzo conjunto de padres, maestros, administradores y otro personal escolar, todos aquellos cuyo objetivo común es el éxito de TODOS los estudiantes.



Purpose of SSC / Propósito del Consejo Escolar

- Annually develop and approve the Single Plan for Student Achievement (SPSA)
- Review and revise the School Safety Plan
- Desarrollar y aprobar anualmente el Plan escolar para el logro estudiantil (SPSA)
- Revisar y actualizar el plan de seguridad escolar



Purpose of SSC / Propósito del Consejo Escolar

School Site Councils provide the following:

- An opportunity to develop shared leadership;
- An opportunity to improve communication between the staff and parents;
- A place to discuss issues, programs, and to make decisions;
- A way to educate members regarding school programs and categorical programs

Los Consejos Escolares ofrecen lo siguiente:

- Una oportunidad para desarrollar liderazgo compartido
- Una oportunidad para mejorar la comunicación entre el personal y los padres
- Un espacio para discutir temas, programas y tomar decisiones
- Una manera de educar a los miembros sobre los programas escolares y los programas categóricos.

Purpose of SSC / Propósito del Consejo Escolar

Other Responsibilities

- Carry out all other duties assigned to the council by the district governing board and by state or federal law
- Meet on a regular basis to become informed, share information, discuss needs and successes, and plan program improvements.
- Maintain records including election results, correspondence, agendas, and minutes.
- Participate, as necessary, in Federal Program Monitoring, both online and on-site.

Otras Responsabilidades

- Cumplir con todas las demás responsabilidades asignadas al consejo por la mesa directiva del distrito y por la ley estatal o federal.
- Reunirse periódicamente para informarse, compartir información, discutir necesidades y éxitos y planificar mejoras del programa.
- Mantener registros que incluyan resultados electorales, correspondencia, agendas y actas.
- Participar, según sea necesario, en el Programa Federal de Monitoreo, tanto en línea como en la escuela.

School Safety Plan / Plan de seguridad escolar

- Comprehensive School Safety Plan
- School Site Incident Command
- Monthly Emergency Drills
 - Shelter in Place
 - Drop Cover Hold
 - Fire
 - Secure Campus
 - Lockdown
- Off site location during emergency
- Big Five: Immediate Action
- Emergency Response for Schools Guide
- SSC Safety Plan Signature Page



- Plan Integral de Seguridad Escolar
- Comando de incidentes en el plantel escolar
- Simulacros de Emergencia Mensuales
 - Refugio en el lugar
 - Agáchese, Cúbrase y Sujétese
 - Incendios
 - Asegurar el plantel
 - Cierre de emergencia (lockdown)
- Ubicación fuera del plantel durante una emergencia
- Cinco Grandes: Guía de Respuesta de Acción Inmediata para Emergencias en Escuelas
- Página de Firmas del Plan de Seguridad del Consejo Escolar (SSC)

Turn & Talk

When do you think that each of these are used?

The Big 5

Girar y Conversar

¿Cuándo crees que se utiliza cada uno de estos?



Immediate Action Responses for Each of the Big Five Emergencies allows Staff and Students to Become Prepared and Ready to Respond Quickly and Appropriately When Necessary

Las Cinco Grandes Acciones son un conjunto de RESPUESTAS DE ACCIÓN INMEDIATA destinadas a implementarse rápidamente en cualquier variedad de situaciones de emergencia.



The Big Five: Immediate Action Response

- Shelter in Place
- Drop, Cover and Hold On
- Secure Campus
- Lockdown/Barricade
- Evacuation

Respuesta De Acción Inmediata: Las Cinco Grandes Acciones

- Refugiarse en el Lugar
- Agacharse-Cubrirse-Sujetarse
- Secure Campus / Asegurar la Escuela
- Bloquear/Hacer Barricada
- Evacuar



**SHELTER IN
PLACE**



**REFUGIARSE
EN EL LUGAR**



Shelter In Place/Refugiarse en el Lugar

- External chemical release/Hazardous material spills or leaks
- Fire in the community
- Poor Air Quality: If the AQI reaches 150 or higher
- Threats posed by wildlife
- Fuga externa de productos químicos/derrame o fuga de materiales peligrosos
- incendios en la comunidad
- calidad del aire peligrosa: Si el AQI alcanza 150 o más
- vida silvestre peligrosa en el área



Shelter In Place: Principal Eilers Actions

- Assume Incident Command (IC) role
- Assign someone to call 911
- Make Announcement
- Instruct students and staff to remain calm and convey reassurance that the situation is under control
- Communicate with District and Unified Command

Refugiarse En El Lugar: Acciones de Directora Eilers

- Asumir el papel de Mando de Incidentes (CI)
- Asignar a alguien para que llame al 911
- Hacer anuncios
- Dar instrucciones a los estudiantes y al personal para que mantengan la calma y transmitir tranquilidad de que la situación está bajo control
- Comunicación con el Distrito y el Mando Unificado

Shelter In Place

STAFF ACTIONS

- Immediately clear students from the halls.
- Keep all students in the classroom
- Continue Instruction /
- If directed by Incident Command, secure individual classrooms
 - close doors and windows
 - shut down the classroom HVAC system
 - turn off fans
 - seal gaps under doors and windows with wet towels, duct tape...
- Take attendance and report according to site protocol
- Wait for another action **ALL CLEAR** announcement

Refugiarse En El Lugar

Acciones del Personal:

- Desalojar inmediatamente a los estudiantes de los pasillos.
- Mantenga los estudiantes en los salones
- Continúe la instrucción
- Si lo indica el mando de incidentes, asegure los salones de clase:
 - cierre puertas y ventanas
 - Apague las unidades de aire acondicionado/calefacción
 - apagar ventiladores
 - sellar los espacios debajo de las puertas y ventanas con toallas mojadas, cinta adhesiva...
- Tome asistencia e informe según el protocolo escolar
- Espere a que se anuncie nuevamente **TODO DESPEJADO**.

Drop, Cover, And Hold On

A response to earthquakes, explosions, compromised buildings



Agacharse-Cubrirse-Sujetarse

Una respuesta a terremotos, explosiones, edificios dañados



Drop, Cover, And Hold On

Agacharse-Cubrirse-Sujetarse

Earthquake
Explosion

Terremotos
Explosión



Drop, Cover, And Hold On: Principal Eilers Actions

- Assume Incident Command (IC) role
- Make Announcement
- Instruct students and staff to remain calm and convey reassurance that the situation is under control
- Determine the extent of physical injuries and/or structural damage
- If injuries are reported call 911
- Be ready to provide this map to First Responders upon arrival
- Check for fires, status of utilities, and structural and nonstructural damage, shut off gas/water if needed
- Decide on the need for evacuation.
- If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures

Agacharse-Cubrirse-Sujetarse: Acciones de la Directora Eilers

- Asumir el papel de Mando de Incidentes (CI)
- Hacer anuncios
- Dar instrucciones a los estudiantes y al personal para que mantengan la calma y transmitir tranquilidad de que la situación está bajo control
- Determinar la gravedad de las lesiones físicas y/o daños estructurales
- Si hay heridos, llame al 911
- Estar preparados para facilitar un mapa a los primeros auxilios a su llegada.
- Revise si hay incendios, el estado de los servicios públicos y los daños estructurales y no estructurales, cierre el gas/agua si es necesario.
- Decidir si es necesario evacuar.
- Si se considera que es inseguro regresar a la zona, inicie el procedimiento de SALIDA DE ESTUDIANTES.

Drop, Cover, and Hold On

STAFF ACTIONS - INSIDE:

- Tell students to move away from windows
- Initiate **DROP, COVER, AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand, and cover the back of the neck with the other arm
- Any person in a wheelchair should shelter against an interior wall. Turn the back to the windows, lock the wheels, and if possible, protect head and neck with arms
- Each time an aftershock is felt, **DROP, COVER, AND HOLD ON**.
- When it appears safe to release from **COVER**, assess any injuries and/or damage and report status
- Wait for further instructions from School Incident Commander

STAFF ACTIONS - OUTSIDE:

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER, AND HOLD ON** procedures
- Place head between the knees; cover back of neck with arms and hands
- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, **DROP AND COVER**.
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander
- Wait for further instructions from School Incident Commander

Agacharse-Cubrirse-Sujetarse

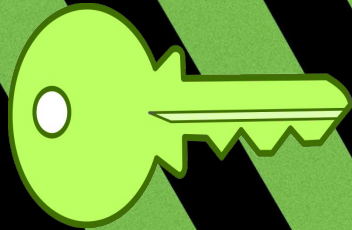
ACCIONES DEL PERSONAL - ADENTRO:

- Indique a los estudiantes que se alejen de las ventanas.
- Inicie los procedimientos de **AGACHARSE, CUBRIRSE Y SUJETARSE**. Tírese inmediatamente al suelo debajo de los escritorios, sillas o mesas. De espaldas a las ventanas, coloque la cabeza entre las rodillas, agárrese a la pata de una mesa con una mano y cúbrase la nuca con el otro brazo.
- Cualquier persona en silla de ruedas debe refugiarse contra una pared interior. Colóquese de espaldas a las ventanas, bloquee las ruedas y, si es posible, proteja la cabeza y el cuello con los brazos
- Cada vez que se sienta un temblor secundario, **AGÁCHESE, CÚBRASE Y SUJÉTESE**.
- Cuando parezca seguro pueden levantarse, evalúe cualquier lesión y/o daño e reporte los daños
- Espere nuevas instrucciones del Comandante de Incidentes Escolar

ACCIONES DEL PERSONAL - AFUERA

- Busque un lugar despejado y tírese al suelo. (Manténgase alejado de edificios, líneas eléctricas, árboles y farolas, etc.)
- Comience el procedimiento de **ACHACHEY CUBRIRSE** en el procedimiento de **AGACHARSE, CUBRIRSE Y SUJETARSE**
- Coloque la cabeza entre las rodillas; cubra la nuca con los brazos y las manos
- Cualquier persona en silla de ruedas debe encontrar un lugar despejado, bloquear las ruedas y, si es posible, colocar la cabeza entre las rodillas; cúbrase la nuca con los brazos y las manos
- Permanezca en su sitio hasta que deje de temblar o durante al menos
- Cada vez que sienta una réplica, **AGÁCHESE Y CÚBRASE**.
- Cuando parezca seguro moverse, informe al Comandante de Incidentes Escolares sobre la ubicación, las lesiones y/o cualquier daño.
- Espere nuevas instrucciones del Comandante de Incidentes Escolar

**SECURE
CAMPUS**



**ASEGURAR
EL CAMPUS**



Secure Campus

- “Human” threat of danger in area
- Threat to come onto Campus
- Police activity near campus
- Lockdown/Barricade at a nearby school



Secure Campus

Secure Campus: Principal Eilers

Actions

- Assume Incident Command role
- Make Announcement
- Call law enforcement non-emergency number and inform them of Secure Campus status.
- Lock all doors leading into administration building, close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Maintain heightened state of readiness, elevate response to **LOCKDOWN / BARRICADE** if needed
- If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately

Secure Campus: Principal Eilers

- Communicate clearly with students about what is going on.
 - No immediate threat of danger and the school is taking extra safety precautions.
 - Give students a chance to ask questions related to the event and protocol
 - Provide periodic situational updates to staff
 - Continue updates even if there is no change in the situation
- Continue teaching and learning until Secure Campus is released
- Provide access to necessary breaks for students/staff
- Consider deactivating the passing period bells (students and staff must remain inside for as long as the threat persists)
- After the emergency has been neutralized, initiate **ALL CLEAR**

Secure Campus

STAFF ACTIONS:

- Instruct students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the “no entrance” and “no exit” protocol. Be alert to the possibility that the response may elevate to **LOCKDOWN / BARRICADE**
- Provide access to necessary breaks
- Do not call the office to ask questions;
- Wait for another action or, if **ALL CLEAR** is issued

Secure Campus

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD

- Gather students together and move immediately to a predetermined classroom location
- Proceed to predetermined classroom location as quickly as possible
- Take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status



**LOCKDOWN/
BARRICADE**

Lockdown/Barricade

For instances of a *Violent Intruder on campus*



Think on Your Feet

ESCAPE / GET OFF CAMPUS:

- Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Guide/instruct others you encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there

HIDE / LOCKDOWN / BARRICADE:

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/ silence cell phones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

FIGHT:

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

Lockdown/Barricade: Principal Eilers Actions

- Assume Incident Command role
- Have someone call 911 - be ready to provide location, status of campus, all available details of situation
- Make Announcement
- Lock all doors and windows. Close blinds. Remain silent

ONLY IF SAFE TO DO SO:

- Attempt to contact on-campus School Resource Officer
- Communicate with SMCOE, District Office and Families
- Provide periodic updates to staff via public address, email, or other agreed upon means. Continue updates even if there is no change in the situation

When Law Enforcement Arrives (if safe to do so)

- Put on emergency IC/Admin vest
- Access the “Emergency Response Box” (p.11) in order to provide law enforcement with maps, rosters, etc.
- If safe to do so, meet law enforcement at Incident Command Post
- Initiate EVACUATION or room-to-room clearing procedures as directed by law enforcement

Lockdown/Barricade

STAFF ACTIONS - IN CLASS AT TIME OF LOCKDOWN / BARRICADE:

- *Immediately* move to the door and check for passing students, bring as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard
- Relocate against the wall least visible to the outside and out of sight of intruder
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- **DO NOT OPEN THE DOOR FOR ANYONE**
- *Only if* there is a life-threatening emergency inside the room place a red card in window or under door

ONLY IF SAFE TO DO SO

- Locate emergency packet and attendance roster; remove staff ID placard and put it on
- Take attendance and document students who are present in the room
- Calm Students using Community Resiliency Skills/Calming Techniques
- Have students hold comforting objects

Lockdown/Barricade

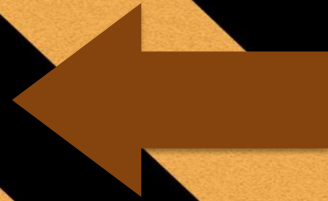
STAFF ACTIONS - IF STUDENTS ARE *OUT OF CLASS* AT TIME OF LOCKDOWN / BARRICADE:

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do not chase students who run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and out of harm's way
 - Instruct students to stay quiet and out of sight
 - Silence all cell phones. The room should be dark and quiet

STAFF ACTIONS - IF STUDENTS ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

- Gather students together
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off- campus to a predetermined Off-Site Evacuation Location
- Follow pre-arranged evacuation route to evacuation location
- Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide, or fight the assailant
- Upon arrival at the pre-arranged location, take attendance
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students

EVACUATION



Evacuation

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake



LOOK, LISTEN, LEAVE

Before evacuation, take a moments to **look** outside the door for any potential dangers.

Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate (**leave**) the office or classroom to the designated safe area.

Evacuation: Principal

Eilers Actions

- Assume Incident Command role
- Call 911 if needed
- Make Announcement
- Alert District/Superintendent's office
- Provide fire officials and/or law enforcement with maps, rosters, etc.
- Meet fire officials or Law enforcement at Incident Command Post
- Collect attendance and notify fire officials or Law enforcement of any missing persons
- When cleared to return to the buildings, announce **ALL CLEAR** and oversee a safe return to classroom and normal school activities
- If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures

Evacuation

STAFF ACTIONS:

- Leave all belongings and calmly exit the building
- Gather emergency supplies/materials including the student roster for current class and that of “Buddy Teacher”
- Remove staff ID placard from emergency materials and put it on
- Ensure that the door is closed, but unlocked
- Check with “Buddy Teacher(s)” to determine each other’s health status
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Students and staff may remove masks while outside.
- According to site protocol, take attendance once class is safely in assembly location and report missing students
- Remain in the Evacuation Assembly Area until further instruction

Power Outages

- Work with site and district facilities staff to determine the need for generator use to keep key equipment operating (e.g., air purifiers and fan, student medical equipment, kitchen facilities, science lab equipment).
- Open windows and doors, if they are not already open, to provide adequate air flow if HVAC and fans are not available for use.
- If possible and air quality permits, move students to an outdoor setting for better airflow.
- If a power outage occurs during poor air quality days, consider moving students to distance learning.
- If a planned outage is scheduled for multiple days, consider moving students to distance learning.
- If a planned power outage may impact student and teachers' ability to use technology at home, send assignments and materials home with students.

POOR AIR QUALITY



- Monitor the EPA's **AirNow website**
- Refer to **School Air Quality Activity Recommendations**
- Modify outdoor physical activity and outdoor learning based on the AQI.
- **Decision Making Guide for School Closure** to help determine whether your school and district

POOR AIR QUALITY



- If the school’s HVAC system air filter is new or has been upgraded, set the central system’s circulating fan to operate continuously (set to “ON” rather than “AUTO”) and make sure HEPA or MERV-13 filters are installed.
- Use portable air cleaners, which should be set to run continuously.
- Windows and doors should be closed for greatest effectiveness.
- For classrooms, consider Medify-ma-40 (or similar) air purifiers. For larger rooms, consider Medify-ma-112 (or similar) air purifiers.
- If COVID-19 is prevalent in the community, recirculate air if high-quality air filters are installed and/or expand use of portable filters.

Drills and Exercises



Trauma Informed Response

- Remain calm - students will take their cues from adults
- Act with confidence
- Use age-appropriate language
- Have students hold a calming item (stuffed animal, book, small toy)
- Emphasize cooperation as a class
- Assign students to perform action steps during the incident

Questions for SSC

- What is important for families to understand about the Big 5?
- How can we involve families more in emergency preparedness?

