AB 1747 COMPREHENSIVE SCHOOL SAFETY PLAN 2026-2027

San Andreas High School (SAHS)
Santa Ana Opportunity School (SAOS)
Pinnacles Community School (PCS)
191 Alvarado Street
Hollister, CA 95023

Report Compiled by:

Knowledge Saves Lives, Inc.
312 S. Roselawn Avenue, Turlock, CA 95380
knowledgesaveslives.com | (209) 710-0271
training@knowledgesaveslives.com

California Brown Act Exemption Disclaimer

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PREFACE

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under CA AB 1747 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

California law requires the Comprehensive Safe School Plan of each school to be annually evaluated and amended, as needed, to ensure the plan is being properly implemented (Education Code 32286). The superintendent should ensure that all staff have been trained and are familiar with the contents of this plan.

The template is also designed as a living document to be updated as necessary to meet site, San Benito County Office of Education (SBCOE), and community needs, forms, or requirements.

It is *NOT* intended to be a "grab and go" guide in an actual emergency.

1. CA AB 1747: COMPREHENSIVE SCHOOL SAFETY PLAN

INTRODUCTION

Beginning in September 2018, CA AB 1747 mandates that individual schools in districts or COEs with over 2,500 students must adopt a comprehensive school safety plan by March 1 and must review and update the plan by March 1 of every year thereafter. In a school district or COE with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district or COE. (Amended Ed. Codes 35294.1 & 35294.6)

The school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. (Amended Ed. Code 35294.6)

The following guidelines may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of CA AB 1747, School Safety Plans.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council, or equivalent of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of CA AB 1747:

    a. Child Abuse reporting procedures
    b. Policies pursuant to Ed. Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
    c. Procedures to notify teachers and counselors of dangerous students
    d. Sexual Harassment Policy
    e. Safe ingress and egress to and from school
    f. Rules and procedures on school discipline to create a safe and orderly environment conducive to learning
    g. Dress code
    h. Routine and emergency disaster procedures including natural disasters, human-created disasters, or power outages

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff. A redacted plan will be made available to students, parents, and the community to review in the school site administration or reception office. The redacted plan may be posted on the school website.

The San Benito County Office of Education should ensure that this comprehensive school safety plan and all school safety materials and emergency communications for parents and guardians be made available in languages other than English for limited English proficient families.

NOTICE OF NON-COMPLIANCE

Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. (Ed. Code 32288.)

If the State Superintendent of Public Instruction (SSPI) determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than $2,000 against that school district or COE. (Ed. Code 32287.)

Notify the SSPI in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:

California Department of Education
School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.

2. SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council (SSC) is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The school safety planning committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent or guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Knowledge Saves Lives, Inc., an emergency preparedness training and consulting firm, has created the template used in the creation of this document. Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representation

CONTINUITY OF OPERATIONS PLAN (COOP)

Continuity planning is the ability of schools to carry out their normal activities and function after unplanned events have occurred, through their essential tasks, resources, and personnel. Although not required under the CA Ed. Code, it is recommended the school and San Benito Conty Office of Education develop a COOP in case of emergency or unusual working conditions. The COOP can be a standalone document or incorporated into this CSSP. Follow this link to find a working sample located in the Functional Annex.

There are six key elements addressed in a COOP:

Essential Functions

Identify essential functions and services that are needed to sustain the school and San Benito County Office of Education mission and operations. Determine what functions will ultimately need to be prioritized in the worst-case scenario. Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the San Benito County Office of Education.

Critical Resources

Identify critical resources (staffing and equipment) necessary for the Division to carry out essential functions and where such resources may be acquired, internally and externally, if necessary.

Essential Staff

List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. Establish orders of succession, building out three deep for each leadership role. Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of crisis.

Communications

Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. Establish the methods used for notification and dissemination of critical information.

Ensure that:

- Contact rosters are complete and up to date
- General messages are pre-staged when possible
- Test the system and users by sending occasional test messages
- Establish a back-up method for messaging

Essential Record Management

Identify, protect, and ensure the ready availability of electronic and/or hard-copy documents, references, records, and information necessary to complete essential functions.

Reconstitution

Outline the process for returning to normal function.

ANALYSIS OF SCHOOL CLIMATE ON CAMPUS

Each school is required to assess the current status of school climate committed on the school campus and at school-related functions. This is accomplished by reviewing the following types of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; California Healthy Kids Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Data Source	2021-2022	2022-2023	2023-2024	2024-2025
Suspensions (Number of Incidents)	36	29	9	30
- Violence	22	18	4	17
- Tobacco	15	8	0	0
- Drugs or Alcohol	8	7	1	13
- Weapons	4	2	1	0
Expulsions	0	1	2	1
Vandalism (Number of Incidents)	4	2	0	0
Chronic Absenteeism, General Ed. (%) (CDE Dataquest)	68.64%	68.36%	71.63%	N/A
Chronic Absenteeism, Special Ed. (%) (CDE Dataquest)	61.05%	61.73%	77%	N/A
BTAT Referrals	N/A	N/A	N/A	N/A

ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CLIMATE

Crime on campus is minimal. It is essential to the students that parents and families are involved in educational success as well as school activities. Parents are welcome to attend School Site Council meetings and are encouraged to attend events such as Back-to-School, Open House, and awards ceremonies. Parents can also follow us on Facebook and on the San Benito County Office of Education web page. Parents are encouraged to set up conferences with the teachers to check on their child's progress. Parents can sign up for the AERIES parent portal to manage their child's ABI account.

ANNUAL SAFETY GOALS 2026-2027

The School Safety Planning Committee shall make an assessment of the current status of school offenses committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, San Benito County Office of Education, and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, San Benito County Office of Education, or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

To keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups, and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.

SAHS, SAOS, PCS Safety Goals 2026-2027		
Goal 1: Communicate, implement and monitor a Progressive Discipline model including student social-emotional support to decrease suspension and expulsion numbers and increase student attendance.		
	Strategies to be Used	Person Responsible
Objective 1:	Developing framework around MTSS to ensure interventions and prevention systems are in place to support all students.	Site Administrator
Objective 2:	Ensuring systems of support in the Wellness Center to ensure students' mental health is addressed to decrease disciplinary outcomes.	Site Administrator
Goal 2: Ensure that staff is trained and prepared for all safety events by conducting the necessary drills.		
	Strategies to be Used	Person Responsible
Objective 1:	Conduct periodic scheduled Fire drills, earthquake drills, shelter in place, and lockdown.	Site Administrator
Objective 2:	Review the roles and responsibilities contained in the safety plan with each staff member. Cross train incident command staff to cover each other's role.	Site Administrator

3. MANDATED POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revisions. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting is consistent with Penal Code 11164.
- Policies are pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians, and employees to and from the school.
- The rules and procedures on school discipline are adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
    - Emergency and Disaster Preparedness Plan
    - Fire Drills
    - Bomb Threats
    - Earthquake Emergency Procedure System
    - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students, and/or parents notified that this policy exists?
- How are staff, students, and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional training is needed?

CHILD ABUSE REPORTING

San Benito County Office of Education link to Board Policy on Child Abuse Reporting:

SBCOE Board Policy - Child Abuse

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment, or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
    a. Injury inflicted by another person
    b. Sexual Abuse
    c. Neglect of child's physical health and emotional needs
    d. Unusual and willful cruelty; unjustifiable
    e. Unlawful corporal punishment

2. Not Considered Child Abuse
    a. Mutual affray between minors
    b. Injury caused by reasonable and necessary force used by a peace officer:
        i. To quell a disturbance threatening physical injury to a person or damage to property
        ii. To prevent physical injury to another person or damage to property
        iii. For the purposes of self-defense
        iv. To obtain possession of weapons or other dangerous objects within the control of a child
        v. To apprehend an escapee

B. Mandated Child Abuse Reporting

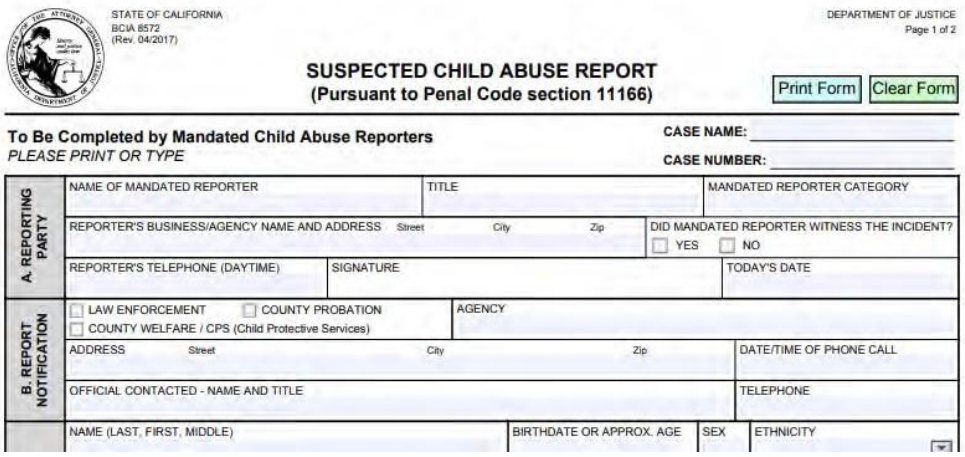
1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

2. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows, or reasonably suspects has been the victim of

child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practically possible by telephone, *AND* a written report must be sent within 36 hours of the telephone call to the child protective agency.

3. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
4. When two or more persons who are required to report are present and jointly knowledgeable of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
6. This entire section on Child Abuse has been taken from California Laws Relating to Minors manual.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
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SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

Print Form | Clear Form

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____
CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE	MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip		DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME)	SIGNATURE	TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services)	AGENCY	
ADDRESS Street City Zip		DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - NAME AND TITLE		TELEPHONE

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY

Link to fillable form: [State of CA - Suspected Child Abuse Report Form]

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children, ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by the Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery, or other indications of an exploitative relationship.
b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship or there is unlawful sexual intercourse with a partner older than 21 years
b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

a. The partner is less than 14 years of age
b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

a. Children who are 14 years or younger and whose partners are younger than 14 years and or of similar age (maturational age). Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the County of Santa Clara Child Abuse & Neglect Center (CANC) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Staff Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to San Benito County Office of Education employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

Staff received training on this topic through a 5-minute safety briefing and Keenan online portal training.

E. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability because of making a mandated report of child abuse.

Child Abuse Reporting Numbers:

San Benito County Child Protection Agency	(831) 636-4190

Police Departments:

Hollister Police Department	(831) 636-4330

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board desires to provide SBCOE students with access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board has developed rules and regulations setting the standards of behavior expected of SBCOE students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

San Benito County Office of Education link to Board Policy on School Discipline and Suspension and Expulsion:

SBCOE Board Policy - Suspension and Expulsion
SBCOE Board Policy - Student Expulsion Appeals

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

San Benito County Office of Education link, Suspension/Expulsion for ADA Students:

SBCOE Board Policy - Suspension and Expulsion

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any SBCOE school or another school district, regardless of when it occurs, including, but not limited to, the following:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

San Benito County Office of Education staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the San Benito County Office of Education's nondiscrimination policies.

DANGEROUS STUDENT, NOTIFICATION TO TEACHERS

It is the duty of the San Benito County Office of Education to notify a teacher of any student who has caused or attempted to cause "serious bodily injury" or physical injury which requires medical treatment. For purposes of reporting, "serious bodily injury" is defined as a "serious impairment of physical condition, including but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement." (Penal Code 243, subd. (e)(5).) "Injury" is defined as "any physical injury which requires professional medical treatment." (Penal Code 243, subd. (e)(60).)

For 1992-93 and each year thereafter, the information must cover the previous three years. This information shall be based upon written San Benito County Office of Education records or records received from a law enforcement agency. Teachers shall receive the information in confidence and shall not disseminate it further. (Ed. Code 49079) The above information shall be given to teachers in writing and a copy shall be kept in the student's file.

The County Superintendent or designee shall be responsible for the development of procedures to ensure that this policy is implemented.

SEXUAL HARASSMENT POLICY

A. Definition

Sexual Harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature, when ***any of four conditions*** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education.

2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education.

3. The conduct or communication has either the purpose or effect of 'substantially interfering with a person's education.

4. The conduct or communication creates an 'intimidating, hostile, or offensive educational environment."

B. Policy Pertaining to Sexual Harassment

San Benito County Office of Education links to Board Policy on Sexual Harassment:

SBCOE Board Policy - Sexual Harassment

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment

C. Staff Training

The County Superintendent or designee shall ensure that all employees receive training regarding the San Benito County Office of Education's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the San Benito County Office of Education's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

The staff training consists of online portal training through Keenan.

SCHOOL DISCIPLINE

A. Statement of Rules and Procedures Concerning School Discipline

CA Ed. Code 44807: "Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a San Benito County Office of Education, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

San Benito County Office of Education link to Board Policy on School Discipline:

SBCOE Board Policy - School Discipline

B. Notification to Students and Parents

CA Ed. Code 35291:

a. Parents and students shall be notified of San Benito County Office of Education and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Staff Training

MTSS, PBIS and Behavior Modification Training was provided to staff during the 2024 - 2025 school year. Lockdown drill/training was also provided to all staff on April 3, 2025.

BULLYING AND CYBERBULLYING

The San Benito County Office of Education recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The San Benito County Office of Education link to Board Policy on Bullying and Cyberbullying:

SBCOE Board Policy - Bullying / Cyberbullying

A. Staff Training

Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. (EC Section 32283.5(c).) The CDE Bullying Prevention Training & Resources page can be found by following this link:

https://www.cde.ca.gov/ls/ss/se/bullyres.asp

DRESS CODE

The San Benito County Office of Education link to Board Policy on Dress Code:
SBCOE Board Policy - Dress Code

The San Benito County Office of Education promotes and encourages a positive learning environment for all students. Acceptable and appropriate behavior and clothing play a primary role in this desired educational atmosphere. If student clothing works against a positive learning atmosphere, it is not acceptable.

In order to provide ALL students a safe, appropriate academic environment, look-alike gang behavior is prohibited at school. For the safety of our students, it is very important that parents do not purchase or allow students to wear any item that might be perceived as showing of "colors". This is clearly a campus safety issue, especially important as students move to and from school and in and out of the neighborhoods.

STUDENT SMARTPHONE USE IN EMERGENCIES POLICY (AB 962)

The purpose of the Student Smartphone Use in Emergencies Policy is to ensure student safety and uphold rights under Education Code §48901.7 by allowing smartphone use during emergencies or perceived threats.

The San Benito County Office of Education (SBCOE) shall not prohibit students from using personal smartphones to contact emergency services or parents/guardians during an active emergency or perceived threat. This policy aligns with AB 962 and Education Code §48901.7.

Procedures

- **Emergency Exception:**
  - Students may use smartphones during emergencies, lockdowns, evacuations, or other safety incidents.
  - Staff shall not confiscate devices during an emergency unless misuse endangers safety.

- **Post-Incident Review:**
  - Misuse of devices (e.g., live-streaming confidential response actions) may be addressed after the emergency under existing discipline policies.
- **Communication Coordination:**
  - Staff should remind students to follow instructions and avoid spreading misinformation.

PROCEDURES FOR SAFE INGRESS AND EGRESS

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired, and/or cognitively/emotionally impaired must be assisted.

A. School Must Plan For:

1. Identifying the population of people with disabilities

2. Determining proper signage and equipment

3. Training staff to assist individuals with disabilities

4. Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Locations

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- Identify at least two off-campus evacuation site(s) on opposite sides of the campus.
- Establish a memorandum of agreement with the evacuation site(s).

Primary Off-Site Evacuation/Assembly Location

Name of Site:	
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

Secondary Off-Site Evacuation/Assembly Location

Name of Site:	
Address of Site:	
Site Contact Person:	
Site Phone Number:	
Date of Agreement:	

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site**. Follow the "Shelter in Place" procedures.**

C. Staff Training

Staff have received Active Shooter Lockdown training through on-site drills on April 3, 2025 and November 20, 2025.

EMPLOYEE AND VOLUNTEER MISCONDUCT PREVENTION (SB 484)

The purpose of Employee and Volunteer Misconduct Prevention is to safeguard students by preventing and addressing employee and volunteer misconduct through comprehensive screening, training, and supervision protocols.

The San Benito County Office of Education (SBCOE) shall implement procedures to ensure that all employees and volunteers meet the highest standards of conduct and safety. This includes mandatory background checks, annual training, and facility oversight measures designed to protect students from misconduct and unsafe environments.

Screening & Hiring Practices

- All prospective employees and volunteers shall undergo pre-employment screening, including:
    - Criminal background checks.
    - Searches in the California misconduct database.
- SBCOE shall maintain documentation of all checks and conduct periodic eligibility reviews.
- Outside contractors providing services on campus must certify compliance with these screening requirements.

Training Requirements

- All employees and volunteers shall complete annual misconduct prevention training within the first six weeks of employment or volunteer service.
- Training shall include:
    - Professional boundaries.
    - Reporting obligations under Penal Code and Education Code.
    - Facility supervision and volunteer management protocols.
- Completion shall be tracked through the Keenan Learning Management System and site-level logs.

Facility & Volunteer Oversight

- Volunteers must sign in and out at designated locations and wear identification badges while on campus.
- Access to sensitive areas shall be restricted to authorized personnel only.
- Site administrators shall maintain supervision plans for volunteers and conduct periodic audits of compliance.

This policy shall be reviewed annually in conjunction with the **Annual Site Awareness Checklist** (Section 6, pp. 77–79). The checklist must include:

- Verification of personnel screening procedures.
- Confirmation of volunteer background checks and sign-in/out compliance.
- Review of facility supervision protocols.
- Validation of annual misconduct prevention training documentation.

IMMIGRATION ENFORCEMENT NOTIFICATION PROCEDURES (SB 98)

The purpose of the Immigration Enforcement Notification Procedures is to ensure timely, accurate, and language-accessible communication to parents/guardians and staff when immigration enforcement activity is confirmed on or near school grounds.

The San Benito County Office of Education (SBCOE) shall implement procedures to notify parents/guardians and school personnel promptly and appropriately when immigration enforcement occurs on campus, in compliance with SB 98.

Notification Procedures

- **Trigger:** Upon confirmation from law enforcement that immigration enforcement activity is occurring on or near school grounds.
- **Action Steps:**
    - Site Administrator or Public Information Officer (PIO) activates the following SB 98 notification protocol:
        - Notify parents/guardians in their home language using ParentSquare, SMS, email, and/or phone.
        - Notify all staff and district leadership through established emergency communication channels.
        - Notification will include date and time of confirmed enforcement, location where enforcement occurred, and information to additional resources.
        - Provide factual, neutral information about safety status and reunification procedures; avoid legal advice.
        - Maintain confidentiality; do not collect or disclose immigration status.
- **Documentation:** Log time, method, and recipients using the EOC Message Form and retain per records policy.

This policy shall be reviewed annually with the **Emergency Communications** section and the **Annual Site Awareness Checklist** to ensure templates and language access protocols are current.

4. ICS / SEMS

RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the **Standard Emergency Management System (SEMS)** and **the Incident Command System (ICS)** can be adapted to your school. For ICS rosters for each school, use the link below to jump to the Functional Annex.

ICS Roster – SAHS, SAOS, PCS

Major Concepts & Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics,* and *Finance/Administration.*

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander.*

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

ICS Terminology

All teachers and staff in the school should use ICS terminology. The terminology should be known **before** a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar terminology.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and:

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.

- Reduces the incidence of ineffective coordination and communications. Avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

PRIMARY ICS FUNCTIONS

Incident/School Commander (The “leader”)

The Management Section is responsible for the overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the The San Benito County Office of Education. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward the reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The 'thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops San Benito County Office of Education EOC/Field action plans for implementation by the Operations Section.

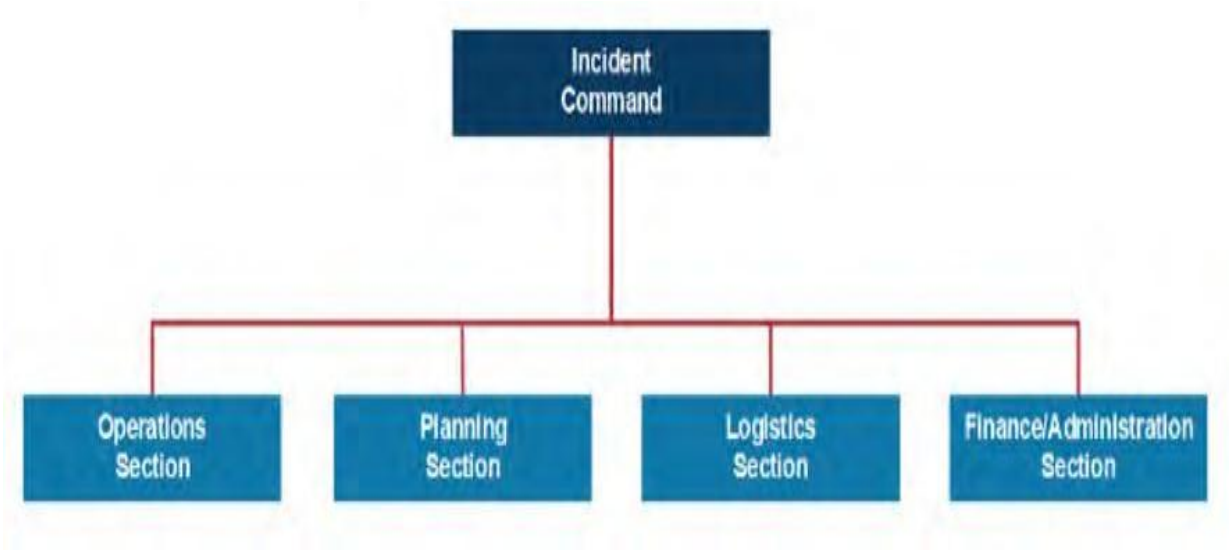
Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergency operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.



UNIFIED COMMAND STRUCTURE

Unified Command is a procedure used at incidents that allows all agencies with geographical, legal, or functional responsibility to establish a common set of incident objectives and strategies and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

5. EMERGENCY AND ROUTINE DISASTER PROCEDURES

THE BASIC PLAN

The Basic Plan addresses the responsibilities of the San Benito County Office of Education in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for the coordination of response and recovery efforts within the San Benito County Office of Education in coordination and with local, State, and Federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing The San Benito County Office of Education with clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

This plan meets the requirements of the policies of San Benito County on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response and defines the primary and support roles of the San Benito County Office of Education and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees, and staff.
- Provide a safe and coordinated response to emergencies.
- Protect the San Benito County Office of Education's facilities and properties.
- Enable the San Benito County Office of Education to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the San Benito County Office of Education Emergency Operations Center (EOC).
- Provide interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated San Benito County Office of Education sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

CA - LEGAL AUTHORITIES AND REFERENCES

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

- states that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made

The law has two ramifications for SBCOE employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee Workers Compensation Coverage becomes the responsibility of the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

   California Government Code, Section 3100 also states that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that San Benito County Office of Education be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency.

> *No person who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.*

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site's emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

SAN BENITO COUNTY OFFICE OF EDUCATION AND PARENT RESPONSIBILITIES FOR STUDENTS

SAN BENITO COUNTY OFFICE OF EDUCATION RESPONSIBILITIES

If the County Superintendent declares an SBCOE emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE COUNTY SUPERINTENDENT VIA A PROMULGATION STATEMENT (LOCATED IN SBCOE EOP) DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. In accordance with AB 962 and Education Code §48901.7, students may use personal smartphones to contact emergency services or parents/guardians during an active emergency or perceived threat. Staff should not confiscate devices during emergencies unless misuse endangers safety. Post-incident misuse may be addressed under existing discipline policies.

2. Until regular dismissal time and released only then if it is considered safe, OR

3. Until released to an adult authorized by the parent or legal guardian whose name appears on SBCOE records.

    a) If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
    b) Students who are on their way home from school are to continue at home.

During a Declared Emergency, those students who have not been picked up by their parents or another authorized person may be taken by SBCOE personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and notifications made to parents in the regular communication channels shall be posted.

PARENT RESPONSIBILITIES

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is always current.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergencies. Parents need to

give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under San Benito County Office of Education supervision. It is critical that students do not have directions

from parents that are contrary to the San Benito County Office of Education's stated policy on retention at school and authorized release in case of a severe emergency.

DRILLS

The San Benito County Office of Education should inform parents/guardians in the languages they understand of emergency plans, reunification plans and the necessity of cooperating with first responders in case of an emergency.

Remind staff that students are permitted to use smartphones for emergency communication during drills simulating real emergencies. Emphasize that this exception applies only during actual emergencies or perceived threats.

All drills conducted by SBCOE are recorded on the Annual Safety Plan Drill page. Jump to it here by clicking the link: Safety Plan Drill Page

EARTHQUAKE DRILL

The earthquake emergency procedures shall be listed in, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

As used in this safety plan, a “drop procedure" means an activity where each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures are to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers, and other employees shall immediately begin Duck, Cover, and Hold procedures:

- DUCK or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with your arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until the shaking stops.

Consider evacuation. However, an evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.
Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the County Superintendent/designee.

STANDARDS FOR A SUCCESSFUL EARTHQUAKE DRILL

The earthquake alarm or announcement can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK or DROP down on the floor.
- Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with your arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

FIRE DRILLS

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. *(Code of Regulations, Title 5, Section 550)*

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the County Superintendent/designee.

STANDARDS FOR A SUCCESSFUL FIRE DRILL

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding the all-clear students and staff return to their appropriate classroom and the teacher takes the role once more. Missing students are reported to the attendance office.

ACTIVE SHOOTER/LOCKDOWN TRAINING DRILLS

For sites that have had Active Shooter Training, conducting an Active Shooter/Lockdown Training Drill initially involves more pre-planning and organization than conducting other drills. High schools should conduct an annual drill after receiving verified training, which should take no longer than 10 minutes and only include trained staff. Drills should be scheduled with your School Resource or Liaison Officers.

There are several steps that are recommended in the Active Shooter Training to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 30-minute timeframe to review expectations and standards in terms of:
    a. Locking doors
    b. Moving room occupants to a safe area in the room
    c. Turning off lights
    d. Building barricades (if doors open inward)
    e. Reviewing classroom and all clear procedures
    f. Reviewing off-site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

SUICIDE PREVENTION

The San Benito County Office of Education recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often able to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the County Superintendent or designee has developed measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

The San Benito County Office of Education Link to Board Policy on Suicide Prevention:

SBCOE Board Policy - Suicide Prevention

Staff Training

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of an SBCOE counselor, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

The publications of many organizations and governmental agencies contain advice for people who are faced with a suicidal person. That advice is summarized below.

Do's

LISTEN to what the person is saying and take her/his suicidal threat seriously. Many times, a person may be looking for just that assurance.

OBSERVE the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

ASK whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

DON'T leave the person alone for even a minute.

DON'T act shocked or be sworn to secrecy.

DON'T underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

DON'T let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

DON'T talk too much. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

MASS CASUALTY INCIDENTS

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.
- Identify the problem and give the school address.
- Site administrators decide whether to activate the School Site Disaster First Aid Team protocols.
- Determine if the problem will continue or if it is over.
- Notify the County Superintendent's Office.
- School representatives will meet the Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- The Fire Department will notify appropriate agencies for additional help.
- The Crisis Team will convene.
- Contact the County Superintendent to determine the need to send students home.

Use the following link to find a Mass Casualty Patient Tracking Sheet in the Functional Annex.

BIO-TERRORISM

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

Possible room contamination by aerosol

(Examples: small devices triggered a warning that air handling systems are contaminated, or warning that a biological agent is released in a public space.)

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities
- so that proper instructions can be given for medical follow-up and further investigation.

Do not panic. Anthrax organisms can cause infection in the skin, gastrointestinal system, or lungs. For this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. The disease can be prevented after exposure to anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, a life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases reported in the U.S. each year. There are two forms of botulism that are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speck, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorders such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalation Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment currently. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

IMMUNIZATION & MASS PROPHYLAXIS PANDEMIC & BIOTERRORISM

This Bioterrorism Support Plan (Plan) provides basic steps to guide appropriate County Public Health Department, city and county government officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

Only school gymnasiums will be used for this purpose and this school facility does not have a gymnasium.

PANDEMIC FLU

Pandemic flu starts when a new flu virus develops and begins to spread around the world. There are steps that individuals, families, and communities (including schools) can and should take to prepare. Schools must help protect the health and safety of staff and students. Experts believe that up to 30 percent of the population may be sick at the same time. When pandemic flu occurs, there will likely be NO VACCINE for the first six months of the pandemic, and antiviral medication will be in very limited supply. To control the spread of illness, social distancing, such as closing schools and having people stay at home, will be the primary approach to preventing the spread of the flu virus. Schools may have to be closed for a few weeks to a month or more if there is an outbreak of flu in the area.

We hope that the checklist on the following pages will help schools and before- and after-school programs plan for a possible flu pandemic. Please note that a separate checklist for childcare agencies and preschools is available at http://www.cde.ca.gov/ls/he/hn/fluinfo.asp. Not everything on this list will apply to every school and before- and after-school program. This list will serve as a guide to schools and before- and after-school programs as they develop their own plans. It is important for all schools and before- and after-school programs to communicate with and know the roles and policies of local agencies, such as the local health department and local office of emergency services. Both agencies will have important roles if there is a pandemic.

Follow the link to find a comprehensive Pandemic Flu Checklist located in the Functional Annex.

MEDICAL EMERGENCIES

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

RESCUE BREATHING

**A map to the AED devices at SAHS, SAOS, PCS can be found on the next page. **

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If the limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a broken neck or back.
- If no back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

AUTOMATIC DEFIBRILATOR MAP – No AED on site

FENTANYL (OPIOID) OVERDOSE - NARCAN

Senate Bill 10, "Melanie's Law," was enacted in September 2024. This legislation aims to equip middle and high schools in California with the necessary prevention and response resources to handle fentanyl overdoses.

Beginning with the 2026-2027 school year, San Benito County Office of Education, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (Ed. Code section 48985.5.) This information must be included on the organization's website. It must also be annually provided to parents or legal guardians, making it a potentially convenient addition to the information in your annual parent/student handbook.

Melanie's Law focuses on several essential elements:

- Education and Awareness: Raise consciousness about the dangers of youth fentanyl exposure.
- Training: Mandates that every public school in California train employees, specifically nurses and other employees who volunteer for the training, on opioid prevention and life-saving responses.
- Comprehensive School Safety Plan (CSSP): A structured plan for schools to follow, ensuring student safety against the threat of opioids.

Who can administer NARCAN	Exact campus location of NARCAN
All staff	**Main Office and individual classroom**

This list is current as of January 6, 2026.

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

Use Naloxone Nasal Spray for known or suspected opioid overdose in adults and children. Each Naloxone Nasal Spray has 1 dose and cannot be reused.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

OPIOID HIGH vs. OPIOID OVERDOSE

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

Signs of OVERDOSE*, which often results in death if not treated, include:

- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened
- Fingernails or lips turning blue/purple

Suspicion of opioid overdose can be based on:

Presenting symptoms

History

Report from bystanders

School Nurse or staff prior knowledge of person

Nearby medications, illicit drugs or drug paraphernalia.

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (See NARCAN™ Nasal Spray QUICK START GUIDE below)

- Action 1.
    - Lay the person on their back to receive a dose of Naloxone Nasal Spray
- Action 2.
    - Remove Naloxone Nasal Spray from the box
    - Peel back the tab with the circle to open the Naloxone Nasal Spray
- Action 3.
    - Hold the Naloxone Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- Action 4.
    - Tilt the person's head back and provide support under the neck with your hand
    - Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose
- Action 5.
    - Press the plunger firmly to give the dose of Naloxone Nasal Spray
- Action 6.
    - Remove the Naloxone Nasal Spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
- State: "Someone is unresponsive and not breathing."
- Give a specific address and/or description of your location
- Follow dispatcher's instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

- Assess breathing: Perform rescue breathing if needed.
- Place the person on their back.
- Check to see if there is anything in their mouth blocking the airway, such as gum, a toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves.
  Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- If using a mask, place and hold mask over mouth and nose
- If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
- Watch for the person's chest (but not the stomach) to rise.

- Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON'S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving Naloxone Nasal Spray.
- Watch the person closely until help arrives.
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of Naloxone Nasal Spray administration, another dose may be given.
- Resume rescue breathing if spontaneous breathing does not recur.
- Stay with the person until help arrives.
- Follow school administrator's guidance regarding the seizing of all illegal and/or non-prescribed opioid narcotics found on victim, process in accordance with San Benito County Office of Education protocols.

NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety.

When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth.

Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used.

Contact parent/guardian per school protocol.

Complete Report of Naloxone Administration. Link here:

REPORT OF NALOXONE (NARCAN) ADMINISTRATION

Follow up with treatment referral recommendations.

TRIAGE GUIDELINES

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties and have a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

S.T.A.R.T. PLAN TRIAGE CHECKLIST

This method allows rapid identification of those patients who are at greatest risk for early death and the provision of basic life-saving stabilization techniques.

Initial contact

- Identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open the airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If a patient needs assistance to maintain an open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold the airway open)
- If respiration is normal, go to the next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If a capillary refill is less than 2 seconds, or radial pulse is present, go to the next step.
- Any life-threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement) Use simple commands/tasks to assess

- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e., multiple fractures would require a higher level of treatment than superficial lacerations)

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

EMERGENCY COMMUNICATIONS

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a School

Internal communications will be via:

- Public address systems.
- Emails.
- Parent Square
- SBCOE telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.
- Parent Square

Emergencies Affecting Two or More Schools

SBCOE communications will be via:

- Telephone, if operable.
- SBCOE internal communications.
- The County Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the Radio System

- Set the radio to the desired frequency or channel.
- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
    - Identify yourself: “This is ____NAME_. POSITION__, from_ SITE.”
    - Base will respond.
    - Give message, after transmission is complete. Base will end with (base number) clear
- Unit to Unit

    - Use unit numbers to begin and end transmissions.
- School Bus to unit
    - Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exceptions for emergency information.

- Portable units should remain in the charger when not in use.
- Portable units keep a usable charge for ____to___ hours.

Briefings/bulletins will be necessary for a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators, and the community informed.
- Keep clerks briefed on situation changes and what to tell people who phone the DO.
- Hold briefings with employees, labor association leaders, Board President, student leaders and other key communicators.
- Enact telephone tree to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply County Superintendent's office and public information offices with a copy of each bulletin.

Working with the News Media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

EOC Message Form

An EOC message form is located in the Functional Annex. This form would be used in case all other forms of communication are not possible.

6. FUNCTIONAL ANNEX

THE SAN BENITO COUNTY OFFICE OF EDUCATION EMERGENCY PHONE DIRECTORY

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

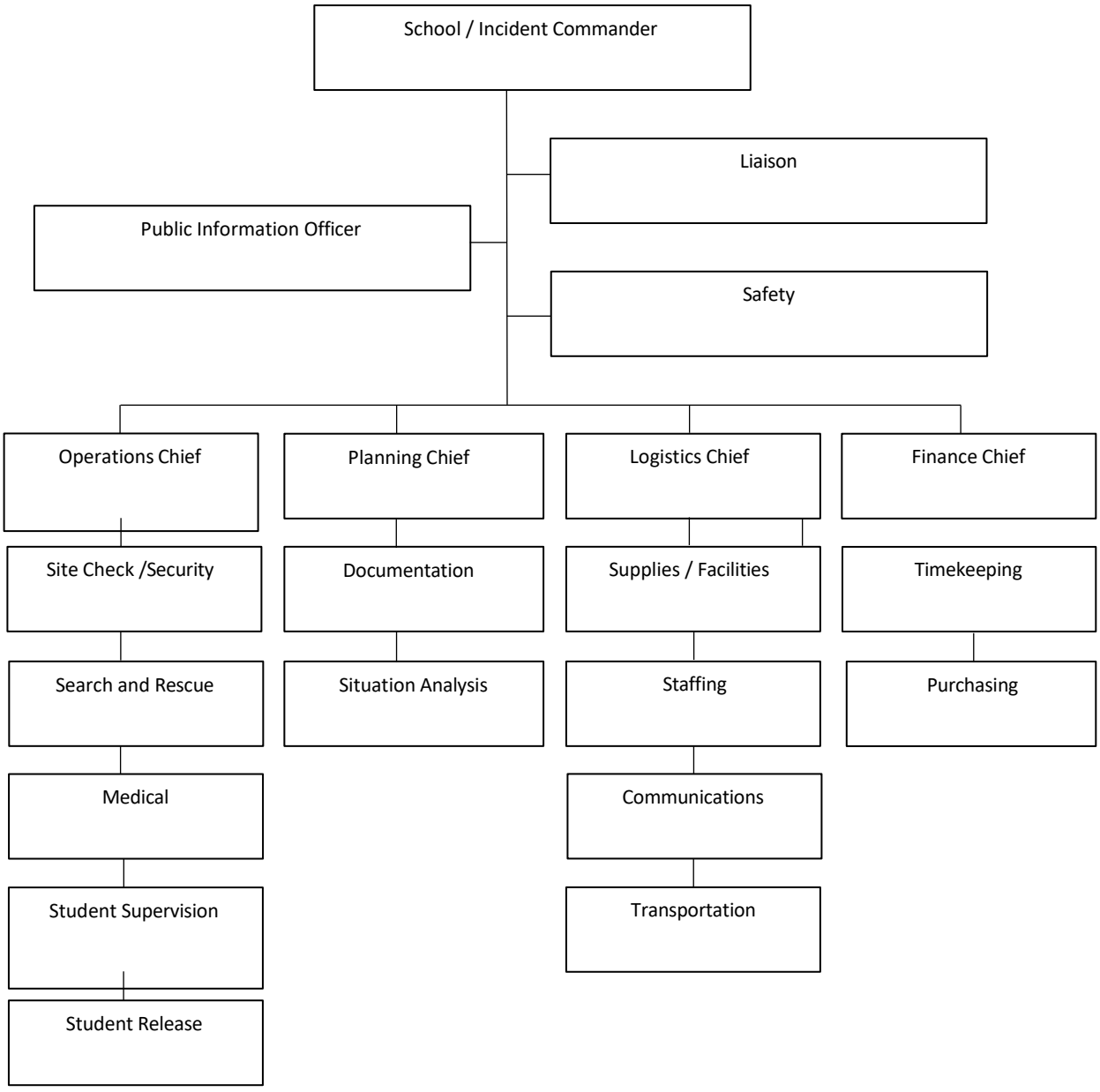
WEBSITE DIRECTORY

LISTED BELOW ARE WEBSITES THAT PROVIDE ADDITIONAL INFORMATION.

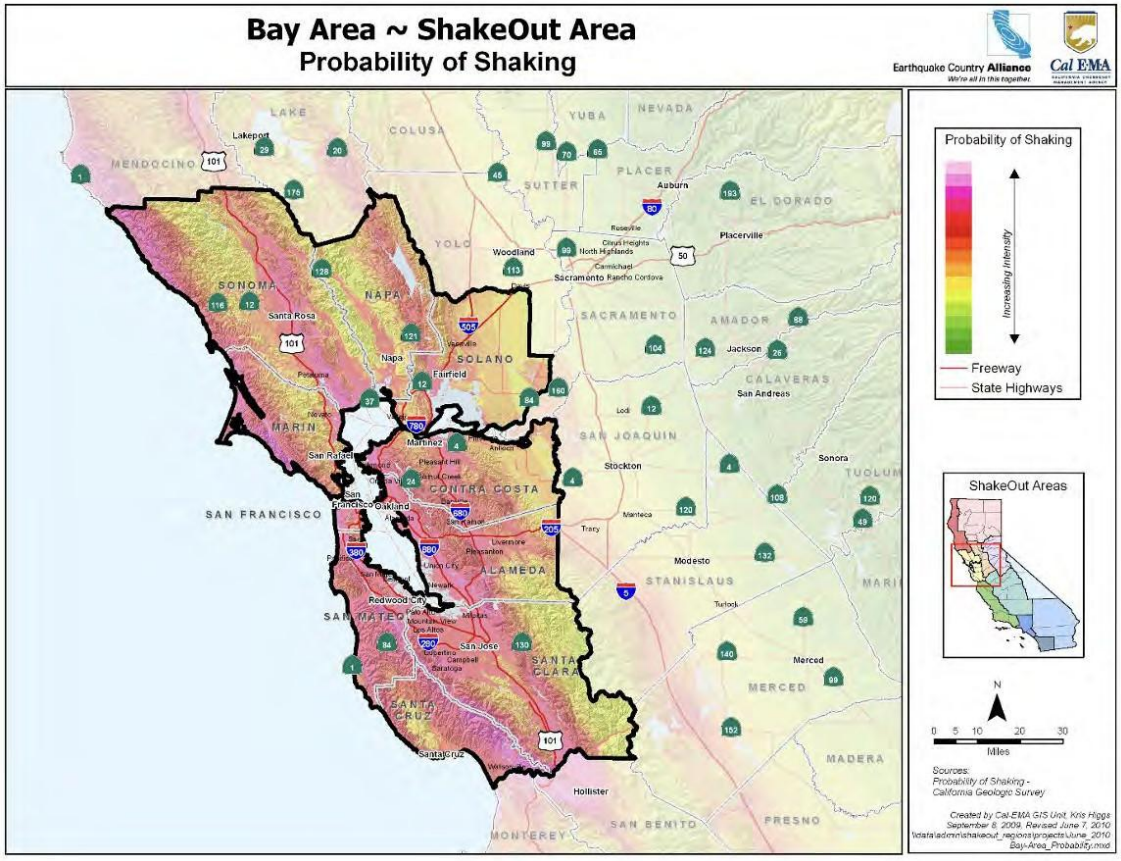
http://www.ready.gov	Disaster Preparedness Information
http://www.whitehouse.gov	White House
http://:www.dhs.gov	Federal Department of Homeland Security
http://:www.nasponline.org	National Association of School Psychologists
http://www.fema.gov/	Federal Emergency Management Agency
https://www.cde.ca.gov/	California Department of Education
http://www.oes.ca.gov/	California Office of Emergency Services
http://www.bt.cdc.gov/	Centers for Disease Control and Prevention
http://www.fbi.gov/	Federal Bureau of Investigation
https://www.sccoe.org/	Santa Clara County Office of Education
https://www.sbcoe.org/	The San Benito County Office of Education

ICS ROSTER

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).



EARTHQUAKE PROBABILITY CHART



EARTHQUAKE SIZE DESCRIPTIONS		
DESCRIPTION TITLE	**RICHTER MAGNITUDE**	**INTENSITY EFFECTS**
Minor Earthquake	1 to 3.9	Only Observed instrumentally or felt only near the epicenter
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distance of up to 20 or 30 miles from the epicenter may cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable
Major Earthquake	7 to 7.9	Landslide, liquefaction and ground failure triggered b shock waves
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

SAHS, SAOS, PCS

CONTINUITY OF OPERATIONS PLAN

Role or Topic	Responsibilities	Assigned and Alternates
Essential Functions/Essential Staff/Communications	• Identify essential functions and services that are needed to sustain division mission and operations. • Determine what functions will ultimately need to be prioritized in the worst-case scenario. • Establish how the division may be re-organized to accommodate prioritization of functions for the division and for SBCOE. • List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). • Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. • Establish orders of succession, building out three depths for each leadership role. • Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of	Primary: County Superintendent Possible Alternates:

	crisis. ● Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. ● Establish the methods used for notification and dissemination of critical information. ● Ensure that: o Contact rosters are complete and up to date o General messages are pre-staged when possible o Test the system and users by sending occasional test messages o Establish a back-up method for messaging	
Critical Resources/Facilities	● Maintain overall function and facilities operation. ● Review essential functions and responsibilities of back-up personnel. ● Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary ● Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained. ● Provided building administrators with	Primary: Chief Business Officer Possible Alternates:

	procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems ● Meet with staff and monitor their ability to maintain essential function	
Essential Records Management	● Monitors absenteeism and ensures appropriate delegation of authority. ● Work with bargaining units to develop the plan for emergency use of personnel in nontraditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc.	Primary: Human Resources Director Possible Alternate:
Reconstitution	● Will be implemented in the event of significant absences or school closure. ● Alternate learning strategies will include: o Hard copy, self-directed lessons o Use of mobile media storage such as the cloud o On-line instruction; on-line resources; on-line textbooks ● Communication modalities for assignment postings and	Primary: Site Principal Possible Alternate:

	follow-up: o Telephone o Postal Service o Cell phone o Cell phone mail o Text messages o E-mail o Automated notification systems o Website postings	

BOMB THREAT REPORT FORM

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

THE SAN BENITO COUNTY OFFICE OF EDUCATION

ACTIVE SHOOTER DRILL ASSESSMENT SHEET

Team Member_____ **Site** _____ **Date** _____

Room	Door Secured	Occupants Out of View	Lights	Improvised Weapon Available	Teacher/Staff Lockdown Steps	Mass Notification	All Clear Code	Evacuation Yes/No

ACTIVE SHOOTER DRILL ASSESSMENT SHEET

Team Member: Quindimil Building: All Schools Date: 12/4/25

Room	Door Secured	Occupants Out of View	Lights	Improvised Weapon Available	Teacher/Staff Lockdown Steps	Mass Notification	All Clear Code	Evacuation Yes/No
1	X	X	X	X	X	X	X	X
2	X	X	X	X	X	X	X	X
3	X	X	X	X	X	X	X	X
4	X	X	X	X	X	X	X	X
5	X	X	X	X	X	X	X	X
6	X	X	X	X	X	X	X	X
7	X	X	X	X	X	X	X	X
Library	X	X	X	X	X	X	X	X
Pinnacles	X	X	X	X	X	X	X	X

Page _____

MASS CASUALTY PATIENT TRACKING SHEET

HOSPITALS:	HZH – HAZEL HAWKINS	ECH – EL CAMINO	GSH – GOOD SAMARITAN
	KSC – KAISER SAN BENITO	STH – SANTA TERESA	OCH – O'CONNOR
	SJH – SAN JOSE HOSPITAL	SLH – ST. LOUISE	SUH – STANFORD MED CENTER
	VMC – VALLEY MEDICAL CENTER	OTHER:	

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	HOSPITAL

SIGNED_____ Date_____

THE SAN BENITO COUNTY OFFICE OF EDUCATION

REPORT OF NALOXONE (NARCAN) ADMINISTRATION

This is a **CONFIDENTIAL REPORT** for use by the San Benito County Office of Education legal department. No copies of this report shall be furnished to anyone including employees, students, and parents without permission from the legal department.

REPORT OF NALOXONE ADMINISTRATION

Demographics and Health History

Name of Person: _____ Age: _____ Date: _____

School/Site: _____ Location: _____

Type of Person: ☐ Student ☐ Staff ☐ Visitor Gender: ☐ M ☐ F ☐ Non-binary

Ethnicity Description: Spanish/Hispanic/Latino Origin ☐ Yes (if yes, see below) ☐ No ☐ Unknown

Spanish/Hispanic/Latino Origin

☐ Argentinian ☐ Colombian ☐ Costa Rican ☐ Cuban ☐ Honduran ☐ Guatemalan ☐ Hispanic, Latino/Spanish Origin

☐ Mexican, Mexican American, Chicano ☐ Nicaraguan ☐ Panamanian ☐ Peruvian ☐ Puerto Rican ☐ Asian

☐ Salvadorian ☐ Other South American ☐ Other ☐ Unknown

Race/Nationality Description:

☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American

☐ Native Hawaiian or Pacific Islander ☐ White ☐ Other ☐ Unknown

Signs of Overdose Present

☐ Blue lips ☐ Breathing slowly ☐ Shallow breathing ☐ Slow pulse ☐ Unresponsive

☐ Weak pulse ☐ Other (specify) _____

Suspected Overdose on What Drugs?

☐ Heroin ☐ Benzos/Barbituates ☐ Cocaine/Crack ☐ Alcohol

☐ Methadone ☐ Suboxone ☐ Unknown ☐ Other (specify) _____

Naloxone Administration Incident Reporting

Date of occurrence: _____ Time of occurrence: _____

Vital signs: BP____/____ Temp _____ Pulse _____ Respiration _____

Location where student was found:

☐ Classroom ☐ Cafeteria ☐ Health Office ☐ Playground ☐ Bus ☐ Other (specify): _____

How was the naloxone given: ☐ Injected into muscle ☐ Sprayed into nose

Naloxone lot #: _____ Expiration date: _____

Naloxone administered by: (Name) _____

Was this person formally trained? ☐ Yes ☐ No ☐ Don't know

Parent notified of naloxone administration: (time) _____

Was a second dose of naloxone required? ☐ Yes ☐ No ☐ Unknown

- If yes, was that dose administered at the school prior to arrival of EMS? ☐ Yes ☐ No ☐ Unknown
- Approximate time between the first and second dose: _____

Naloxone lot #: _____ Expiration date: _____

Person's Response to Naloxone

☐ Combative ☐ Responsive/Angry ☐ Responsive but sedated ☐ Responsive and Alert

☐ No response to naloxone

Post-Naloxone Observations (Check all that apply)

☐ None ☐ Seizure ☐ Vomiting ☐ Difficulty breathing ☐ Other (specify): _____

Other Actions Taken

☐ Sternal rub ☐ Recovery position ☐ Rescue breathing ☐ Chest compressions

☐ Automatic defibrillator ☐ Yelled ☐ Shook the person ☐ Oxygen

☐ Other (specify): _____

Disposition

EMS notified at: (time) _____

Transferred to ER: ☐ Yes ☐ No ☐ Unknown

If yes, transferred via: ☐ Ambulance ☐ Other: _____

Parent: ☐ At school ☐ Will come to school ☐ Will meet student at hospital ☐ Other: _____

Hospitalized: ☐ Yes ☐ If yes, discharged after _____ days ☐ No

Name of hospital: _____

Student/Staff/Visitor outcome: _____

Comments

_____

_____

_____

_____

Form completed by: _____ Date: _____

Signature: _____ Title: _____

Phone number: (_____) _____ - _____ Ext.: _____

School/Site:

_____

School/Site Address:

_____

_____

PANDEMIC FLU CHECKLIST

1. Mitigation and Prevention:

Completed	In Progress	Not Started	Action Item
☐	☐	☐	1.1 Identify or create a countywide, SBCOE, or regional committee to provide guidance regarding pandemic flu preparations to SBCOE school sites, including charter schools and private schools. The committee should include (if available): • SBCOE administrators from instructional departments • SBCOE administrators from operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director • Site administrators • School nurse/health services administrator • Adult education director • Food services director • Charter school representative • Private school representative • Before- and after-school program providers • Local health department representative[1] • Mental health professional • Teachers • Parents
☐	☐	☐	1.2 Review communicable disease policies as well as SBCOE and school emergency/crisis response and safe school plans.
☐	☐	☐	1.3 Determine if any additional policies or procedures are needed.[2]
☐	☐	☐	1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions
☐	☐	☐	1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent.[3]
☐	☐	☐	1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.
☐	☐	☐	1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the

[1] This person should be the health officer or local health department designee who is the authority responsible for declaring a public health emergency and who will activate the San Benito County Office of Education's pandemic influenza response plan in the event of a pandemic. (Find a list of local health officers at https://www.cdph.ca.gov/Programs/CCLHO/Pages/CCLHO-Health-Officer-Directory.aspx)

[2] For example, policies regarding staff and student absences (non-punitive), sick leave, infirmaries for temporary placement of ill students, and transporting ill students.

[3] High rates of absenteeism may be clustered by neighborhood or may occur within the SBCOE - or countywide. Look at alternatives, such as staggered school times, changes in busing, and telecommunications, and develop a substitute pool list for all levels and types of staff.

			emergency/pandemic response plan.
Completed	**In Progress**	**Not Started**	**Action Item**
☐	☐	☐	1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures.[4]
☐	☐	☐	1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures.[5]
☐	☐	☐	1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs of the community.[6]
☐	☐	☐	1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.
☐	☐	☐	1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.
☐	☐	☐	1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.
☐	☐	☐	1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily. A supply of surgical masks is also recommended.
☐	☐	☐	1.15 Distribute and display "Handwashing" and "Stop the Spread of Germs" posters in each classroom. (https://www.cdc.gov/handwashing/materials.html)
☐	☐	☐	1.16 Identify individual(s) to educate families about pandemic flu and the school plan.
☐	☐	☐	1.17 Anticipate the potential fear and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.
☐	☐	☐	1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.

[4] Possible avenues of communication may include automated phone messages, e-mail, Web sites, text messaging, local media outlets, and cable television.

[5] Develop procedures to ensure continuity of instruction (e.g., Web-based distance instruction, e-mailed lessons and assignments, automated phone messages, print media, cable television).

[6] For example, school may be designated as a contingency hospital, vaccination center, casualty collection site/temporary morgue, site for feeding vulnerable populations (keeping in mind that not all schools have kitchens). The community may also need to utilize the LEA's healthcare and mental health staff, etc.

2. Preparedness

Completed	In Progress	Not Started	Action Item
☐	☐	☐	2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.
☐	☐	☐	2.2 Identify the SBCOE and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.
☐	☐	☐	2.3 Develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).
☐	☐	☐	2.4 Review procedures for communicating with staff, students, and families.
☐	☐	☐	2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.
☐	☐	☐	2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.
☐	☐	☐	2.7 Review policies and procedures for identifying ill students and staff, isolating and masking them as necessary, and sending them home.
☐	☐	☐	2.8 Use prevention strategies[7] **NOW** for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.
☐	☐	☐	2.9 Pre Plan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.
☐	☐	☐	2.10 Identify or develop educational materials for families and staff on topics such as how to support students with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.

[7] Teach and practice hand washing and hygiene/cough etiquette. Although the annual flu vaccine does not protect against pandemic flu, health officials recommend encouraging students, staff, and families to obtain seasonal influenza vaccine and to stay home when sick.

3. Response

Completed	In Progress	Not Started	Action Item
☐	☐	☐	3.1 Track the number of staff and students absent daily.
☐	☐	☐	3.2 Report to the SBCOE office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.
☐	☐	☐	3.3 Finalize the information that needs to be communicated to staff, students, and families.
☐	☐	☐	3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.
☐	☐	☐	3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.
☐	☐	☐	3.6 Conduct timely debriefings with the SBCOE and/or community pandemic committee to identify lessons learned and make necessary changes to the response plan.

4. Recovery

Completed	In Progress	Not Started	Action Item
☐	☐	☐	4.1 Mobilize the SBCOE crisis recovery team that provides emotional-psychological support. If there is a loss of life in the school community, establish the location of a "safe room" for counseling services to be provided.
☐	☐	☐	4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.
☐	☐	☐	4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.
☐	☐	☐	4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.
☐	☐	☐	4.5 Announce counseling support services that are available to students and families.
☐	☐	☐	4.6 Provide rest places for those staff and students who tire easily.
☐	☐	☐	4.7 Make educational materials available to families and staff on topics such as how to support students with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
☐	☐	☐	4.8 Identify students, families, and staff who may need long term physical and mental health support or intervention and develop school and community resources to provide these services.
☐	☐	☐	4.9 Assign staff to monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.
☐	☐	☐	4.10 Consider offering school-based health and mental health services, if available, by community, university, or public/nonprofit mental health agencies and identify funding to support these services.
☐	☐	☐	4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.
☐	☐	☐	4.12 Follow up with student referrals made to community agencies.
☐	☐	☐	4.13 Conduct debriefings with the crisis recovery team.
☐	☐	☐	4.14 Document "lessons learned" and incorporate them into revisions and training.

THE SAN BENITO COUNTY OFFICE OF EDUCATION
EOC MESSAGE FORM

Date:	Priority (Check One):
Time:	☐ Emergency (Life Threatening) ☐ Urgent (Property Threatening) ☐ Routine (All Others)

To:	Name:	From:	Name:
	Date:		Date:
	Title:		Title:

Check One: ☐ Take Action ☐ For Information ☐ Other _____

SUMMARY OF INJURIES AND PROPERTY DAMAGE

Category	Number of Victims	Description
A	Fatalities:	**Fatal Injury**
B	Minor Injuries:	**Minor Injuries**: In need of first aid attention only. No ambulance needed.
C	Major Injuries:	**Major Injuries**: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled severe bleeding, severe head injuries, open chest or abdominal wounds, severe shock. Ambulance Needed.
	Moderate Injuries:	**Moderate Injuries**: Burns, major multiple fractures, Back injuries with or without spinal cord damage. Ambulance Needed.

CATEGORY D: Property Damage:	Descriptions:
☐ Major	**Major damage**: Building collapse, building leaning, major ground movement causing large cracks in ground.
☐ Moderate	**Moderate damage**: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).
☐ Minor	**Minor damage**: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
☐ None	

Category E: Resources Needed:

☐ Ambulance ☐ PG & E ☐ Other: _____

**Transmit only the data in the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.	
Additional Information:	
Disposition:	
Action Requested by (Name):	**Time Action Provided:**

SAHS, SAOS, PCS

ANNUAL SITE AWARENESS CHECKLIST, YEAR: _____

Recommendation	Steps	Participants	Completed
Review employment screening policy & procedure	◆ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ◆ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate. ◆ Do your searchers do Social Security Number traces to identify any out-of-state venues that should be checked. ◆ Do your outside contracts use due diligence screening procedures to check the backgrounds of their workers who regularly visit your school?	• Security • Human Resources	
Personnel and Volunteer Safety Compliance	◆ Are all staff and volunteers screened against the CA misconduct database? Is documentation current and complete? ◆ Do volunteers have completed background checks? Are sign-in/out logs maintained daily? ◆ Are restricted access clearly marked? Are supervision plans implemented and reviewed? ◆ Has every staff and volunteer completed annual training? Are completion records logged in Keenan LMS and site files?	• Site Administrator • School Staff and Volunteers • Human Resources	
Immigration Enforcement Notification Policy	◆ Is the SB 98 notification protocol included in the Emergency Communications section? ◆ Are message templates available in English and Spanish (and other needed languages)? ◆ Are staff trained on activation steps and confidentiality requirements? ◆ Are logs of notifications maintained and reviewed?	• Site Administrator • School Staff • Human Resources	
Student Smartphone Use in Emergencies	◆ Is the smartphone emergency-use policy clearly stated in the CSSP? ◆ Are staff trained to communicate this exception during drills and emergencies? ◆ Are parent communications aligned with AB 962 requirements?	• Site Administration • School Staff	

Review the physical security of bus yards and garages; review transportation security in general	◆ Are vehicle garages alarmed, and are the alarms in working order? ◆ Are fenced-in areas gated, locked, and adequately illuminated at night. ◆ Do drivers do "pilot inspections" of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? ◆ Are bus drivers equipped with two-way radios or cell phones? ◆ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their buses during their routes? ◆ Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information?	• Security • Contract Bus Operators • Health Staff • Drivers	
Review the adequacy of physical security in and around campus buildings	◆ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ◆ Are keys to campus and administration buildings adequately controlled? ◆ Are alarm pass codes changed when an employee leaves the San Benito County Office of Education? Make sure codes are not shared. ◆ Is exterior lighting working and is illumination adequate? ◆ Is interior lighting (night lighting) working and is illumination adequate?	• Security • Maintenance • Operations	

Recommendation	Steps	Participants	Completed
Review access control procedures and heighten employee awareness	◆ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ◆ Are staff members trained to approach and to "assist" strangers of any age who are observed in and on school property? Report to those who have difficulty explaining their presence. ◆ Has a visitor log and ID badge system been implemented?	◆ Everyone	
Train everyone to recognize and report suspicious activities on campus.	◆ Are people taking pictures or filming campus activities questioned about their authorization to do so? ◆ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or that come, go, and then reappear again. ◆ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ◆ Have you developed a plan to handle reports of suspicious activity? ◆ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ◆ Do personnel know what to do if suspicious package is found. ◆ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ◆ Are food services personnel trained to be aware of suspicious people in their food preparation area? ◆ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?	◆ Everyone	

Implement a "tip-line" program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.	◆ Do you have a zero tolerance for verbal threats of any kind? ◆ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And do they understand that there is no such thing as a threat intended as a joke? ◆ Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ◆ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?	◆ Student Services ◆ Security ◆ Human Resources	
Work closely with local law enforcement and health officials.	◆ Have you made local law enforcement a partner in your plans? ◆ Are parking regulations, particularly fire zone regulations, strictly enforced. ◆ Does local law enforcement have copies of building blueprints, to include ventilation systems, and electrical plans? ◆ Has local law enforcement been given the opportunity to conduct exercises on school property and on buses? ◆ Have you determined contact protocol with local health officials if bioterrorism is suspected?	◆ Security ◆ Clinical Staff ◆ Crisis Management Team	
Train staff on identifying and handling suspicious packages and letters.	◆ Have you downloaded and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ◆ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ◆ Have you considered publicizing the availability of this information to others in the school community for personal use?	◆ Mail room ◆ Secretarial ◆ Security ◆ Parents ◆ Students	

SAHS, SAOS, PCS

ANNUAL SAFETY PLAN EMERGENCY PLAN CHECKLIST, YEAR _____

Site: **Site Checklist**

Due By: **September 15th Each Year**

Submit To: **Risk Management**

This is a checklist to help principals organize and meet the site requirements mandated by the Emergency Operations Plan. It is recommended that each principal appoint a Site Safety Committee composed of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check	Requirement

- ❑ Read the SBCOE Disaster Plan, and know the responsibilities of the site manager
- ❑ Designate a second-in-command and a backup
- ❑ Orient staff to SBCOE emergency Operations Plan, review site procedures (staff meeting)
- ❑ Update site plan, assign staff responsibilities (complete staff roster sheet)
- ❑ Schedule necessary training (First Aid, CPR, Search & Rescue)
- ❑ Schedule drills: Fire, Earthquake, Active shooter, Communications
- ❑ Update the site map, post as required, and place a copy in site Knox Box.
- ❑ Complete Site Hazard Survey
- ❑ Complete Classroom Hazard Survey Summary
- ❑ Submit Classroom Hazard Survey Summary to County Superintendent
- ❑ Participate in a test of Radios
- ❑ Check battery-operated radios
- ❑ Check the location and condition of the 2-meter radio antennae and the base for installing the antennae if appropriate.
- ❑ Complete supplies and equipment inventory to include classroom emergency kits
- ❑ Order supplies and equipment as necessary
- ❑ Evacuation areas/alternative identified for all classes
- ❑ Communications to parents and students about disaster procedures
- ❑ Review SBCOE Student Release Policy
- ❑ Update Emergency Information Cards
- ❑ Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
- ❑ Assess food supplies as applicable.
- ❑ Meet with childcare provider and coordinate disaster preparedness plans
- ❑ Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal's Signature Date

SAHS, SAOS, PCS

ANNUAL SITE HAZARD SURVEY, YEAR _____

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the San Benito County Office of Education by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include the evaluation of the interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include an assessment of the following areas.

- ❒ The proximity of toxic, flammable, corrosive, or chemically reactive materials
- ❒ The proximity of high voltage power lines has been considered in establishing the site evacuation plan
- ❒ The likelihood and possible effects of flooding or landslides
- ❒ Probably safety of evacuation areas after an earthquake; the proximity of gas, water, and sewer lines, or sprinklers
- ❒ Water heaters are strapped
- ❒ Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
- ❒ Janitorial areas: storage of tools and cleaning chemicals (keep a 3-foot clearance in front of all electrical panels)
- ❒ Storerooms: heavy items stored on high shelves; shelving secured (keep 3-foot clearance in front of all electrical panels)
- ❒ All computers and peripherals should be situated so as not to create a tipping hazard
- ❒ Machine shop and woodshop: equipment should be bolted down
- ❒ Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- ❒ Sound system speakers and spotlights: secure
- ❒ Compressed gas cylinders: secured top and bottom with a safety chain
- ❒ Weight room/motor development room equipment: racks anchored, and weights properly stored
- ❒ Laboratory chemicals on shelves shall be restrained

SAHS, SAOS, PCS

ANNUAL SITE HAZARD SURVEY II, YEAR _____

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

SAHS, SAOS, PCS

ANNUAL CLASSROOM HAZARD SURVEY, YEAR _____

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her classroom for hazards and correct any they can; items they cannot correct will be submitted to the principal on this form by **September 30**. The principal shall submit a completed copy of the school needs with the principal's checklist by **October 30** to the San Benito County Office of Education.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to workstation	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

SAHS, SAOS, PCS

ANNUAL SAFETY PLAN DRILL REPORT, YEAR _____

Date	Time		Please place a ✓ below for which drill has been completed.					Principal's Signature
	Start	**End**	**Radio Communications**	**Fire**	**Earthquake**	**Active shooter**	**Other Drills**	

SAHS, SAOS, PCS

ANNUAL DISASTER SERVICE WORKER SURVEY, YEAR _____

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency -- Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction - What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased, used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- ❑ Leather Work gloves
- ❑ Latex gloves: 6 pairs
- ❑ Safety goggles: 1 pair
- ❑ Small First Aid kit
- ❑ Pressure dressings: 3
- ❑ Crowbar
- ❑ Space blankets: 3
- ❑ Tarp or ground cover
- ❑ Student accounting forms (blank)
- ❑ Student emergency cards
- ❑ Buddy classroom list
- ❑ Pens, paper
- ❑ Whistle
- ❑ Student activities
- ❑ Duct Tape: 2 rolls (for sealing doors and windows)
- ❑ Scissors
- ❑ Suitable container for supplies (5-gallon bucket or backpack)
- ❑ Drinking water and cups (stored separately)

- ❑ Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- ❑ Portable radio, batteries or other communication system
- ❑ Flashlight, batteries
- ❑ Push broom (if classroom includes wheelchairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food, Water

- ❑ ½ gallon per person per day times three days, with small paper cups

First Aid

- ❑ Compress, 4 x 4": 1000 per 500 students
- ❑ Compress, 8 x 10": 150 per 500 students
- ❑ Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- ❑ Triangular bandage: 24 per campus
- ❑ Cardboard splints: 24 each, small, medium, large
- ❑ Butterfly bandages: 50 per campus
- ❑ Water in small, sealed containers: 100 (for flushing wounds, etc.)
- ❑ Hydrogen peroxide: 10 pints per campus
- ❑ Bleach, 1 small bottle
- ❑ Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- ❑ Scissors (paramedic): 4 per campus
- ❑ Tweezers: 3 assorted per campus
- ❑ Triage tags: 50 per 500 students
- ❑ Latex gloves: 100 per 500 students
- ❑ Oval eye patch: 50 per campus
- ❑ Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- ❑ Dust masks: 25 per 100 students
- ❑ Disposable blanket: 10 per 100 students
- ❑ First Aid books: 2 standard and 2 advanced per campus
- ❑ Space blankets: 1 per student and staff
- ❑ Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- ❑ 1 toilet kit per 100 students/staff, to include:
- ❑ 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- ❑ Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- ❑ Barrier tape, 3" x 1000": 3 rolls
- ❑ Pry bar
- ❑ Pickax
- ❑ Sledgehammer
- ❑ Shovel
- ❑ Pliers
- ❑ Bolt cutters
- ❑ Hammer
- ❑ Screwdrivers
- ❑ Utility knife
- ❑ Broom
- ❑ Utility shut off wrench: 1 per utility

Other Supplies

- ❑ Folding tables, 3' x 6': 3-4
- ❑ Chairs: 12-16
- ❑ Identification vests for staff, preferably color-coded per school plan
- ❑ Clipboards with emergency job descriptions
- ❑ Office supplies: pens, paper, etc.
- ❑ Signs for student request and release
- ❑ Alphabetical dividers for request gate
- ❑ Copies of all necessary forms
- ❑ Cable to connect car battery for emergency power

Food

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food, which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per Search & Rescue Team Member

- ❑ Hard hat, OSHA approved
- ❑ Identification vest
- ❑ Leather work gloves
- ❑ Safety Goggles
- ❑ Dust mask
- ❑ Flashlight, extra batteries
- ❑ Duffel or tote bag to carry equipment

Gear per Search & Rescue Team

- ❑ Backpack with First Aid supplies
- ❑ Master Keys

7. THREAT AND HAZARD ANNEXES

BASIC ACTIONS

Most emergency responses are covered by the following Basic Actions:

Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. This is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of an Active shooter/Lockdown Alert, when the teacher/supervisor has ascertained that leaving is the best option.

Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **Action:** TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location that is upwind and uphill in the event of a chemical or biological threat

Action: TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Sniper Attack
- Rabid Animal on School Grounds

Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
    - Immediately **TAKE COVER** under desks or tables and turn away from all windows.

    - Explosion/Nuclear Attack:
- Take a protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

If drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

Action: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a dangerous area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the County Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area

- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious means available

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

EARTHQUAKE

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during an earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue until the vehicle is off the bridge or away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. **The bus driver is legally responsible for the welfare of student riders.**

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

Site Administration will:

- Initiate Evacuation as soon as the earthquake subsides, and it is determined that evacuation is necessary and evacuation routes are safe.
- Initiate Incident Command System
- Notify site administration, SBCOE, and appropriate first responder agencies.
- Assess student and staff safety. Administer first aid as necessary.
- Initiate search and locate operations.
- Inspect all buildings, with assistance, for possible damage in coordination with SJPD and EOC if activated.
- Notify the site administration and SBCOE as to the damage and recommend whether to continue with the regular program or proceed with alternate plans.
- Have an assigned staff member keep you informed of any pertinent information being broadcast on the local radio station. Set up the site Communication Center if necessary.
- Give the order to return to the buildings only after they have been inspected and found to be completely safe.

Staff:

- Initiate Action Duck, Cover, and Hold or Action Drop.
- Remain in the Duck, Cover, and Hold or Drop positions until the all-clear sounds.
- Administer immediate first aid as necessary.
- Maintain order among students and other staff in a calm, matter-of-fact manner.

Maintenance:

- Check utilities/appliances. Shut off, if necessary. Extinguish small fires.
- Inspect all buildings, with assistance, for possible damage.

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

- Monitor radio broadcasts for information and possible instructions.
- If feasible, send a staff member by automobile to the emergency operation center (EOC) for further instructions.
- Initiate release procedures and other emergency actions as necessary, based on directions from site administration and SBCOE.

FIRE

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

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

A fire within a SAHS, SAOS, PCS building:

In the event that a fire is detected within a school building, use the following procedures:

Site administration will:

- Call 911 and notify the Fire Department, the San Benito County Office of Education, and the entire administrative team.
- Initiate Incident Command System
- Initiate and monitor *Evacuation.*
- Check with staff for missing staff or students.
- Confer with fire department officials about returning to the building and for further instructions.
- In the event of a fire near SAHS, SAOS, PCS, determine which of the foregoing actions are required.

Staff will:

- Implement *Evacuation.*
- Maintain control of students at a safe distance from the fire and firefighting equipment.
- Render first aid as needed.
- Report injured students or staff to the administration.
- Do not return to the building until the all-clear bell rings.

MOT will:

- assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- open necessary gates for fire trucks and other emergency vehicle access when appropriate.
- keep access entrances open for emergency vehicles.

Notification to students and staff stating when it is safe to return to the school site will fall under the direction of the fire department in consultation with the County Superintendent or designee.

Fire Near School

Site Administration will:

- Determine the need to execute an evacuation or shelter in place if a nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the County Superintendent's office.

Notification to students and staff stating when it is safe to return to the school site will fall under the direction of the fire department in consultation with the County Superintendent or designee.

FLOOD / INUNDATION

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur because of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning because of damage to water distribution systems.

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF-SITE EVACUATION.
- Call 911.
- Notify the County Superintendent's office.
- In the event of evacuation, teachers bring their roll sheets and take attendance in the assembly area.
- Notify the school administration of any missing students.

LOSS OF UTILITIES

THIS SECTION NEEDS SITE SPECIFIC INFORMATION: FOR EACH UTILITY, PROVIDE A PHOTO AND A BRIEF DESCRIPTION OF THE LOCATION OF THE UTILITY. PASTE RIGHT OVER THE EXISTING PHOTOS AND TEXT.

This procedure addresses situations involving a loss of water, power, or other utilities on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.

Upon notice of loss of utilities, the principal or designee will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

The principal or designee will notify the Maintenance, Operations and Transportation Department and will provide the location and nature of the emergency.

The principal or designee will notify the County Superintendent of the loss of utility service.

If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

EMERGENCY SHUT OFF PROCEDURES

GAS

There is no gas at these particular schools.

ELECTRICAL

The main electric panel is located in the electrical room by the kitchen. The electric panel for the portables is located in the closet located in the Knight's Market room adjacent to the main electrical room.

Unlike the gas main, it is generally safe to turn the electric power back on after an emergency.




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SOLAR PANELS

No solar panels at these school sites.

WATER

The water main is located in front of the school on 191 Alvarado Street as you enter the main parking lot.



POWER OUTAGE/ROLLING BLACKOUTS

IT IS THE SAN BENITO COUNTY OFFICE OF EDUCATION'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the San Benito County Office of Education is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. Despite everyone's best effort to communicate, it is possible that an outage will occur with no notice to the San Benito County Office of Education. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving to work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e., flashlights & batteries.
- Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check the San Benito County Office of Education’s PG&E Block list to determine in which PG&E block your site is located.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- Contact PG & E and the County Superintendent immediately if the school is experiencing an outage.
- If an outage lasts more than 30 minutes, pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours, and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the County Superintendent for directions (release students/staff, evacuation to another site, etc.).

HEAT WAVE

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- Excessive Heat Watch - Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.
- Excessive Heat Warning - Heat Index values are forecasted to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- Heat Advisory - Heat Index values are forecast to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use areas shaded from direct sunlight.

The National Oceanic and Atmospheric Administration (NOAA) provides a heat risk tool to advise of heat related impacts on the San Benito County Office of Education. Link here: NOAA HeatRisk Tool

Value	Risk of Heat-Related Impacts
0 (Green)	**Little to no risk** from expected heat.
1 (Yellow)	**Minor** - This level of heat affects primarily those individuals extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.
2 (Orange)	**Moderate** - This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.
3 (Red)	**Major** - This level of heat affects anyone without effective cooling and/or adequate hydration.
4 (Magenta)	**Extreme** - This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration.

Heat Risk Levels for the NOAA HeatRisk Tool

TORNADO/HIGH WIND EVENT

Tornadoes are violently rotating columns of air that extend from a thunderstorm to the ground.

Tornadoes in California are not as threatening as the ones seen in the Midwest States. Most California tornadoes last only a few minutes but should still be considered dangerous. Wind speeds near a tornado can cause bodily harm with flying objects. In recent history, tornadoes have been reported mostly in the central valley and have rarely touched down. They generally occur in sparsely populated areas.

Categories of Tornadoes:

EF Number	3 Second Gust (mph)
0	65 to 85
1	86 to 110
2	111 to 135
3	136 to 165
4	166 to 200
5	Over 200

Preparation

- The NWS issues Tornado Warnings that are polygon-based and may include an entire county, or more likely portions of neighboring counties.
- Stay abreast of the latest forecast via NOAA Weather Radio, commercial radio or TV. Keep a watchful eye on the sky and consider postponing outdoor activities or large-scale school functions.
- Know your community's warning system. Communities have different ways of warning residents about tornadoes, with many having sirens for **outdoor warning purposes**.
- Identify the safer locations on campus. This should be a smaller building like a classroom or office. **Interior rooms with no windows, i.e. bathrooms, work rooms, closets etc. are ideal. Modular buildings, cafeterias and MPR's should be avoided.**
- Practice periodic tornado drills so that everyone knows what to do if a tornado is approaching. This should include "drop" procedures where persons are protected under furniture with arms over the head.

- Prepare for high winds by removing diseased and damaged limbs from trees near school buildings.

- Watch for tornado danger signs:
    - Dark, often greenish clouds/sky
    - Wall Cloud - an isolated lowering of the base of the thunderstorm
    - Debris cloud
    - Large hail
    - Funnel Cloud
    - Roaring Noise

Procedures for when a tornado warning siren is activated

- Announce and activate over the school P.A. system tornado response procedures
- Secure all doors and windows
- Turn off appliances and utility meters as much as possible
- Move students and staff to pre-designated safe buildings
- Monitor local media stations for updates and instructions
- Shelter in place until all clear notification is received

During a Tornado

- The safest place to be is a smaller sturdy building away from windows like a classroom or office that has available items to take cover under. Cover your head with your arms.
- Underground shelters are a great option in areas where available.
- Stay away from windows!
- Get out of large auditoriums, MPR's or similar large buildings
- If you are caught outdoors, immediately go to your pre-designated safer building or the nearest one.

After a Tornado

- Continue listening to local news or NOAA Weather Radio for updated information.
- Stay out of damaged buildings.
- Watch out for fallen power lines or broken gas lines and report them to the utility company immediately.
- Clean up spilled bleaches, gasoline and other flammable liquids that could become a fire hazard.

LIGHTING STORM

If thunderstorms and lightning are occurring in your area, you should:

- The principal or designee will initiate appropriate response action, which may include a Shelter–in-place or Reverse Evacuation.
- Staff and students should take shelter in a sturdy building. Avoid isolated sheds or other small structures in open areas.
- Staff and students should avoid contact with electrical equipment or cords. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
- Staff and students should avoid contact with plumbing. Do not wash your hands; Plumbing and bathroom fixtures can conduct electricity.
- Staff and students should stay away from windows and doors.
- Staff and students should not lie on concrete floors and do not lean against concrete walls.
- Staff and students should avoid hilltops and open fields.
- Staff and students should avoid contact with anything metal.
- Staff and students should avoid natural lightning rods such as a tall, isolated tree in an open area.

SHELTER IN PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions, or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.

- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

- **LISTEN.** Remain quiet to hear critical instructions from school officials.

If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- **Advise students to cover their mouths and nose with a damp cloth or handkerchief** to protect them from any airborne hazards.

- **A school official (or student if no official is present) should close all vents and turn off ventilation systems**. *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in*.

- **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*

- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

INTRUDER ON CAMPUS

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

HOSTAGE SITUATION

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

WEAPONS ON CAMPUS

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

SHOTS FIRED ON CAMPUS

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

LOCKDOWN: ACTIVE SHOOTER

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

BOMB THREAT

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

EXPLOSION OR THREAT OF EXPLOSION

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

ANIMAL DISTURBANCE

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

- Call 911.
- The principal/designee will initiate appropriate actions, which include LOCKDOWN or
- EVACUATION from the affected area.
- Upon discovery of an animal, staff members will attempt to isolate the animal from students.
- If the animal is outside, students will be kept inside. If the animal gets inside the students will remain outside.
- It is suggested closing doors or locking gates to isolate the animal.
- Call Animal Control at (831) 636-4320
- If conditions change or warrant it, the principal/designee will initiate off-site evacuation procedures.

NUCLEAR EMERGENCY

Emergencies of this type can be placed into three categories based on how much preparation time is available:

Strategic Warning of Nuclear Accident

If the government becomes aware that enemy-initiated hostilities may be imminent, and this information is disseminated by the news media, the San Benito County Office of Education has some time to prepare.

San Benito County Office of Education:

- Upon notification from the Hollister Police Department, notify and give directions to all sites.

Site Administration:

- Initiate Incident Command System
- Upon direction of the Hollister Police Department, initiate Action Go Home.
- After all students have vacated the site, dismiss the staff and close the building.

Staff:

- Perform duties listed under Action Go Home.

Attack Warning

If the federal government becomes aware of the possibility of hostile forces initiating a nuclear attack against the United States, government officials will notify the various county offices of emergency services throughout the country. The County Office of Emergency Services will contact the County Superintendent's office of the local SAHS, SAOS, PCS schools, giving them as many details and particulars of the impending attack as they have available. The County Superintendent's office will then notify the individual SAHS, SAOS, PCS schools within the San Benito County Office of Education. Action(s) taken by the SAHS, SAOS, PCS schools will be determined by the amount of time available prior to the onset of the expected attack.

San Benito County Office of Education:

- Upon notification from the Hollister Police Department, notify and give direction to all sites.

Site Administration:

- Initiate the Incident Command System
- Turn on battery-operated radio to Emergency Alert System and await
- further instructions.
- Apprise the staff of the situation as soon as possible.
- Initiate other actions as necessary based on the information received.

Staff:

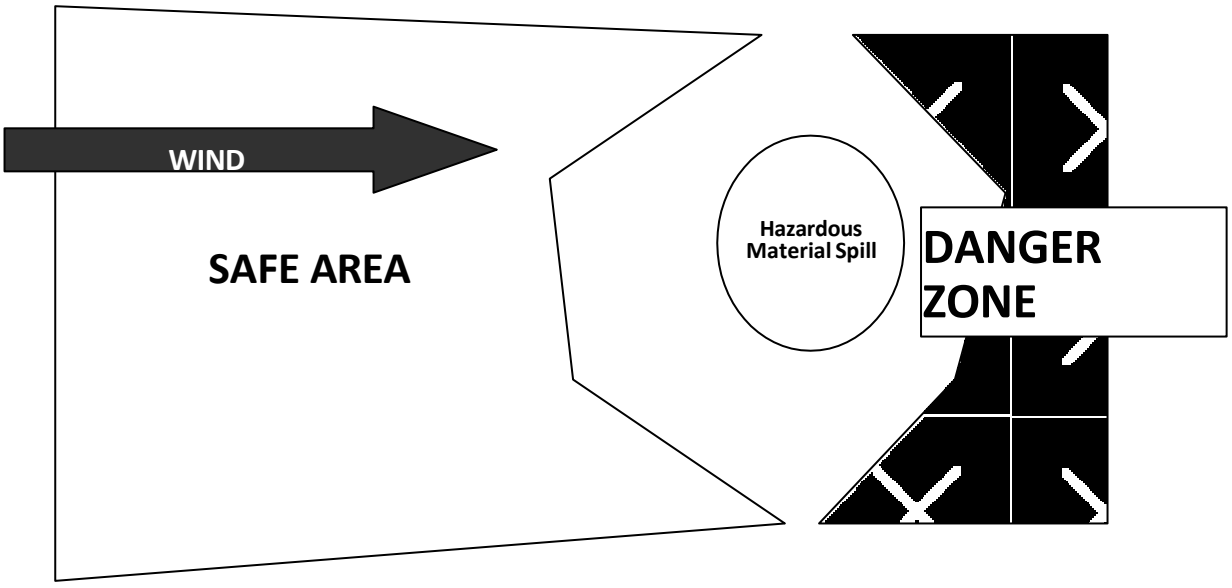
- Immediately initiate Action Duck, Cover and Hold.
- Render first aid as necessary.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

- Gasoline Lacquer Thinner
- Solvents Paint
- Motor Oil Agricultural Spray
- Diesel Fuel Paint Thinner
- Kerosene Stain Antifreeze
- Airborne Gases/Fumes Brake Fluid

If the spill is too great to handle, contact the San Benito County Office of Education at (831) 637-5393.



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, or upstream if possible.**

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING:

If a student ingested a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the County Superintendents' Office

CHEMICAL SPILL ON SITE

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that chemical
- Notify the San Benito County Office of Education

CHEMICAL SPILL OFF-SITE INVOLVING SAN BENITO COUNTY OFFICE OF EDUCATION EQUIPMENT/PROPERTY

- Notify the San Benito County Office of Education with the following information:
    - Date, time, and exact location of the release or threatened release
    - Name and telephone number of person reporting
    - Type of chemical involved and the estimated quantity
    - Description of potential hazards presented by the spill
    - Document time and date notification made
    - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have it present, should the need arise
- Place reflective triangles or traffic cones if in the street or highway. DO NOT LIGHT FLARES!
- If spill response equipment is available, use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the County Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. The cleanup will be coordinated through a designated contractor. Call the San Benito County Office of Education at (831) 637-5393.

MOTOR VEHICLE CRASH

- If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:
    - Call 911.
    - Contact the school office to report the incident and any persons injured or trapped.
- If no buildings are in danger, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from the building as appropriate. Maintain control of students and take roll and complete accountability reports.
- If evacuated, wait for instructions from the principal or designee.

VEHICLE FUEL SPILL

- ***Please note that the school site does not have vehicle fueling station***

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off the emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled, and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the San Benito County Office of Education.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1
- If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:
    - Date, time, and exact location of the release

- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the San Benito County Office of Education for assistance with this report.

FALLEN AIRCRAFT

If an accident, such as an auto wreck or plane crash happens on or near campus, or if a student or staff member is seriously injured on campus:

If an aircraft falls near the school, the following will be accomplished:

- The principal will determine which action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for directions from the principal.
- All students and staff will be kept at a safe distance, allowing for a possible explosion.
- If possible, the principal will determine whether the aircraft is military, commercial, or a private plane.
- Call 911
- Notify County Superintendent or Deputy Superintendent.

EMERGENCY EVACUATION ROUTES AND PROCEDURES

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

EVACUATION MAP

SAHS, SAOS, PCS

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).


San Benito County
Office of Education

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Benito County Office of Education	Keith Thorbahn Assistant Superintendent	kthorbahn@sbcoe.org 8316375393113

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The impact of the COVID-19 pandemic on San Benito County Office of Education (SBCOE) varied by program. The Juvenile Court program never closed to in-person instruction during the spring of 2020. This program serves some of our most vulnerable students and being able to continue their education in-person was one of our highest priorities. Working with our county probation department, staff was able to continue services uninterrupted. Due to the nature of the program and with the cooperation of the local health department, all mandated health and safety guidelines were followed and allowed for uninterrupted delivery of high quality education.

The SBCOE serves as the Local Educational Agency (LEA) for Pinnacles Court School, Pinnacles Community School, and Santa Ana Opportunity School.These three programs, operated by the SBCOE, were impacted by COVID-19, as many students and families had their routines and lives disrupted by job loss and schools shifting to distance learning. The LEA had to adjust the daily schedule offered for students, but felt it was important to have teachers on site. There was an increase in communication through phone calls, text messgaes, emails, and social media postings with parents during the spring due to COVID-19. It was critical that the LEA had current phone numbers and emails for students and parents so communication could take place. Targeted and individualized interventions were provided for academic and social emotional support. The stress experienced by many parents, some of whom were out of work due to the pandemic, also affected the students as they were no longer receiving in-person interaction with teachers and their peers. Many businesses have been affected in our area and have suffered financially due to the pandemic. Although many parents have returned to work, financially, families are still struggling. Although equity issues have always existed in the community, in-person instruction had assisted to level and address many of these issues. When the LEA transitioned to distance learning, the digital divide became more apparent especially in the areas of accessibility to devices and internet. To address equity issues, students who needed devices and connectivity were provided ChromeBooks and hotspots to access the internet. In the 2020-2021 school year, the LEA provided hotspots and chromebooks to all students. Clearly, the lack of social interaction with peers and the families having to deal with financial issues have been a part of the impact on the community. In addition, the uncertainly about COVID-19 and the shifting health guidance has also created anxiety among community members, school staff, students and parents.

Demographic data and program descriptions:
The SBCOE operates San Andreas Continuation High School through a Memorandum of Understanding (MOU) with the San Benito High School District (SBHSD). Pinnacles Court School serves incarcerated youth while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. Students may also be referred to Pinnacles Community School from their district of residence. As a result, the population is extremely mobile, and students often arrive at the school credit deficient. Enrollment based on 2019-2020 California Basic Educational Data System (CBEDS) data at Pinnacles Community School was 13 students. Of those, 13 (100%) of the students were unduplicated students. Pinnacle's Community School population consists of 100% low-income, 46.2% English Learners, 15.4% Migrant students, 23.1% students with disabilities and 0% foster youth. CBEDS Enrollment at Pinnacles Court School was 10 students, comprised of 100% low-income, 20% English Learners, 10% Migrant students, 30% students with disabilities and 0% foster youth. Of those, 10 (100%)

are unduplicated students.

Santa Ana Opportunity School serves as an alternative education program for students up to the age of 16 who are referred to the school by their district of residence. Students are referred based on behavior, academics, and truancy. Santa Ana serves students through grade 9. Enrollment based on 2019-2020 CBEDS at Santa Ana Opportunity School was 10 students. Of those, 7 (70%) of the students are unduplicated students. Santa Ana's population consists of 70% low-income, 50% English Learners, 10% Migrant students and 0% students with disabilities.

San Andreas Continuation High School is part of the SBHSD and serves students ages 16 and older. The SBCOE operates San Andreas Continuation School through a MOU and is responsible for the instructional program for the school. However, San Andreas Continuation High School is considered part of the San Benito High School District for funding and reporting matters. Students are referred to San Andreas by San Benito High School for a variety of reasons, including truancy, academics, discipline concerns, and by parent request. San Andreas Continuation High School has a very mobile population, and students often arrive credit deficient. Enrollment based on 2019-2020 CBEDS at San Andreas Continuation High School was 88 students. Of those, 82 (93.2%) students are unduplicated students. The school population consists of 93.2% low-income, 29.5% English Learners, 8% Migrant, 0 Foster Youth, and 6.8% students with disabilities.

Projected enrollment for 2020-2021, at San Andreas Continuation school is about half of of what is was in 2019-2020. We are expecting an estimated enrollment of 45 students. Santa Ana Opportunity School will open with an estimated enrollment of 11 students. Pinnacle's Court and Community Schools will open the school year with an estimated enrollment of 10 students.

Actions found in the LEA's Learning Continuity and Attendance Plans are funded from a variety of state and federal funding sources including but not limited to: SB 117 COVID-19 LEA Response Funds, Elementary and Secondary School Emergency Relief (ESSER) Funds, Learning Loss Mitigation (LLM) Funds, and the Corona Virus Relief Fund or Cares Act funds.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

The LEA reached out to stakeholders starting in March to the present through individual telephone calls, text messages to students and parents and Google surveys to gather and analyze data for the creation of the Learning Continuity Plan. We conducted these surveys last spring and continued to gather data through surveys in July, August , and September of 2020. During shelter-in-place, in-person meetings were not permitted. The results of surveys were tracked and individual phone calls were made to follow up so that each family had input into the plan. This information informed the LEA about what worked last spring and what did not work. All communication was translated into the home language to ensure that parents who spoke a language other than English could fluently interact with a staff member answering questions. The following is a summary of the surveys conducted:

Surveys:

Home Computer & Internet Access Survey

Administered on-line from March 19 to April 2, 2020. The survey asked parents/guardians for contact information including phone and email address, if their child could log onto the school issued Chromebook, and for a description of their technology access at home. 123 participants responded representing 78.8%. Note, those that did not respond to the on-line survey were contact by phone to ascertain the information.

Weekly Check-In Survey

Administered on-line from March 23 to April 2, 2020. The survey asked parents and students about the social emotional and physical health of their family members. There was also

an opportunity for open ended questions. 93 participants responded representing 89.4%.

Re-Opening Survey

Administered on-line and over the phone from July 17 to July 22, 2020. The survey asked parents/guardians if their student had a device other than a smartphone or tablet, if the internet was accessible at home, and for questions and concerns. 37 participants responded representing 92.5%.

Remote Instructional Delivery Survey

Administered on-line from July 23 to August 3, 2020. The survey asked parents and students what is the best method of communication, what is the best time to communicate, was the amount of communication adequate, were teachers and staff accessible, did you and your student feel supported, comments and suggestions, what was challenging about distance learning, what changes could be made to address the challenges, what part of distance learning went well, what strategies where effective, and would you provide feedback for our plans for the upcoming school year. 40 participants responded representing 88.9%.

Lunch Program Survey

Administered on-line from August 6 to August 24, 2020. The survey asked parent/guardians if their child would need breakfast and lunch during distance learning, and if so would they prefer pick up or delivery. 44 participants responded representing 97.8%. Follow-up phone calls were made to families that did not respond on-line.

Student Survey

Administered on-line from to . The survey asked students to identify their needs, concerns, suggestions for improvement, and ideas for new program designs. 62 participants responded representing 84.9%.

Parent Meetings:

School Site Council (SSC) and English Learner Advisory Committee (ELAC) Meetings

A SSC and ELAC meeting will take place on September 16, 2020 to share the Learning Continuity and Attendance Plan (LCP) for stakeholder feedback and input.

Reopening Task Force

A Reopening Task Force was formed in July of 2020 so stakeholders including educational staff could provide input on the safe reopening of schools. This task force included teachers, paraprofessionals, secretaries, parents and administrators to ensure that input was gathered from a wide variety of stakeholders in the educational community. Two Task Force meetings took place via Zoom and translation services where available during those meetings. The task force focused on the analysis of survey results from parents and students, as well as guidance and input from behavioral health and the local health department. What we learned from our stakeholders informed the finalization of the plan.

Staff Input:

Re-Opening Survey

Administered on-line from May 4 to May 8, 2020. The survey asked SBCOE staff to indicate their concerns, suggestions, and ideas about returning to work safely. 48 participants responded representing 66.7%.

Staff Transition Back to Workplace Survey

Administered on-line from June 4 to June 23, 2020. The survey asked SBCOE staff for specifics about their worksites, and their priorities for a safe and structured return. 20 participants responded representing 27.8%.

Board Meetings:

August 13, 2020-the board received a copy of the LCP template and the SBCOE's initial draft of the as an report/information item.

September 10, 2020-Public Hearing and review of first draft of the LCP for the 2020-2021 school year.

September 24, 2020-Approval of the LCP.

[A description of the options provided for remote participation in public meetings and public hearings.]

A Zoom link was made available for participation in the public hearings. The link was emailed to all parents and made available online through Facebook and Twitter. Participants could call ahead to register to participate in the hearings and participate in the meeting utilizing their computer or phone. The surveys were key to our parent engagement as many parents work multiple jobs. The parents were sent the

link to complete the survey through text message, voicemail and email. Parents who did not complete the survey were contacted by phone to ensure their input. The multiple options for remote participation proved to further build our relationships with parents.

[A summary of the feedback provided by specific stakeholder groups.]

Upon analysis of our feedback in the spring we learned the majority of parents wanted their children to return to school. However, a subsequent summer survey indicated less than half the parents felt comfortable sending their children back to school. Parents had questions regarding how safety measures were going to be implemented. They understood that any face to face instruction would require students and staff to socially distance themselves while on campus and that face coverings would be required to be worn. Parents appreciated the fact that small cohorts of students would be created and teachers would rotate classrooms. Feedback on our options for remote participation indicated parents wanted us to continue with phone calls, emails and surveys. Parents also wanted up to date information about their child's performance.

Educational staff expressed a desire to continue the professional development activities and time to further develop lessons to better engage students and deliver content. Staff also expressed a need for administrative staff to continue to reach out to students and families when their efforts to connect with the students and parents were not enough. The mental health clinician, restorative justice coordinator and probation department, were added to the Google Classrooms so that they could stay connected with the students during distance learning, similar to what was happening with face to face instruction.

Survey Results

Home Computer & Internet Access Survey

-Can your child currently log into the Chromebook they have been using at school? 72% Yes and 28% No
-My family has internet access and a computing device at home to do at-home assignments. 65.3%
-My family does not have access to the internet at home. My child would need to have assignments that do not rely on the internet to complete.9.1%
-My family has internet access but my child does not have access to a computer or similar device to do at-home assignments.25.7%

Weekly Check-In Survey

-Our family is doing just fine, all are healthy. 87.7%
-We are struggling a bit with cabin fever, but we are doing okay. 9%
-We are sick, but we are doing okay at this time. 2.2%
-We are sick and need help. Please check in on us via phone or email. 1.1%

Re-Opening Survey

In response to the open ended questions, four themes emerged:
1. Concerns about getting sick
2. How to safely return to school
3. Internet connectivity and access to a device
4. Engagement and motivation

Remote Instructional Delivery Survey

What is the best way to communicate with you about student concerns and school updates?
-Text 92.5%
-Email 47.5%
-Mail 22.5%
Did you feel that communication from the staff was adequate during distance learning?
-Very good 70%
-Adequate 20%
-A little more communication would have been helpful 7.5%
-Not adequate 2.5%
Were teachers and staff accessible and responsive during distance learning?

-Yes 90%
-Average 10%
-No 0%

Did you and your student feel supported by staff, teachers, and administration?
-Yes 95%
-No 5%

What parts of distance learning did you and your student find challenging?
-Quality of learning 32.5%
-Time management 25%
-Difficulties with technology 42.5%
-Flexibility 7.5%
-Independence 27.5%
-Staying engaged 47.5%
-Missing friends 20%
-Family concerns 22.5%

What part of distance learning did you and your student find went well?
-Home and family needs 40%
-Fewer disruptions 47.5%
-Independence 35%
-Flexibility 45%

Lunch Program Survey

Will you need breakfasts and lunches for your student during distance learning?
-Yes 68.2%
-No 31.8%

If you will need meals, do you prefer to pick up your student's meals at the school? Or to have the meals delivered?
-Pick up 4.5%
-Delivered 63.6%
-Do not need meals 31.8%

Student Survey

98% of students feel their family wants them to do well in school.
82% of students say teachers treat students with respect.
79% of students report that if they are absent from school, a teacher or someone at the school notices that the student is not there.
78% of students felt that teachers are good at giving feedback that helps them learn.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Our parent stakeholders informed the LEA that electronic devices and internet connectivity would be important. Another key item that was important to parents was the ability to stay connected to the school and with their child's teachers. Specific information was gathered from parents about the best time to contact them, and what mode and the frequency of communication worked best. Parents and students indicated that the use of Google Classroom to access assignments and lessons worked both synchronously and asynchronously. The stakeholder feedback provided valuable information to the LEA on the development of the in-person instruction, hybrid model, distance learning model, and pupil engagement and outreach sections of our plan.

Reopening Plan link: https://www.sbcoe.org/files/user/26/file/Re-Opening%20Plan%20SBCOE%20Programs%207_30_20.pdf

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Students will be assigned to classrooms where small cohorts will be formed to the extent possible. A six period day with 60 minute periods will be offered. Social distancing and the requirement of wearing face coverings will be expected for all students and staff who attend in-person classroom instruction. Active health screening will also be implemented daily for students and passive screening will be implemented for staff. These screenings include temperature checks and a series of safety questions will be answered by students and staff. Personal protective equipment such as face shields, face coverings, gloves, touch less thermometers and hand sanitizer will be provided at the point of entry and throughout the campus. Visitors are not permitted to enter the site. They must call the office and make an appointment and there will be one point of entry to the campus to ensure all students and any visitors are screened. Daily logs of all people who are on campus will be kept. All public health recommended signage has been posted at essential locations on the site. Classrooms will have student desks arranged that follow the health and safety guidelines. Students will be issued their own device, instructional materials or other instructional equipment or supplies which will not be shared. Daily cleaning will follow all industry grade standards. The LEA has created a schedule where staff move between classrooms instead of students.

The LEA has invested in the IXL and Edgenuity programs for assessment and online courses. Training has been provided for staff in these programs to better deliver instruction to students. These programs are designed to measure learning loss and pinpoint specific areas that students may be struggling in. A warm-up lesson to measure student's prior knowledge will be the norm this year followed by instruction and guided assessments. The model of "I do", "We do" and "You do", gradual release of responsibility will be the design for each daily lesson. The standards based instruction will be delivered to students using the Learning Management System (LMS), Google Classroom. All teachers using the same LMS will provide consistency for students across classrooms. This platform works with in-person and for distance learning instruction models. Another benefit of Google Classroom is that it allows for students that are absent to access the lessons and participate in the instruction. When in-person instruction resumes and students who are struggling academically are identified by established assessments, interventions will be available. These interventions may include, small group instruction, reviewing student individualized academic plans with students and parents, after school tutoring, Saturday Academy, and frequent check-ins with the school counselor. In addition, the LEA will ensure that parents have access to student academic progress through grades and progress reports and parents will be notified electronically when their student's grades would fall below a passing level.

The approved standards based curriculum will be used for both in-person and distance learning instruction models. This curriculum will not need to adjusted or modified if the LEA would move to distance learning as there are digital subscriptions and all textbooks and materials would be taken home. Social Emotional Learning activities would be embedded into each lesson. The chunking of instruction will be a strategy that will allow for teachers to frequently check for understanding and can be easily implemented into distance learning models.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
The LEA is providing 3 days of professional development for all teachers before the start of the year. There will also be 3 days of additional mandatory training for all staff.	$5,000.00	Yes

Description	Total Funds	Contributing
trainings will be vital towards transitioning traditional lessons to lessons that engage students from a variety of methods. ie. (In-person instruction, Hybrid Model and Distance)		
Purchase IXL to measure learning loss and implement skills to help mitigate the learning loss during the 2020-2021 school year.	$2,888.00	Yes
Purchase STAR 360 to measure baseline data on students in the areas of ELA and Math.	$2,420.31	No
A Social Worker will be hired to address chronic absenteeism and social emotional issues with students during the school year.	$38,532.00	Yes
Purchase of cleaning and and sanitizing supplies, including masks and face shields.	$3,000.00	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The LEA is using the same standards-based instructional materials and offering those both digitally and in print. In addition, the LEA will continue and extend the use of Google Classroom by implementing the same schedule used during in-person learning.This will help students maintain a schedule at home similar to in-person instruction. The lesson design, using a gradual release of responsibility model, will also stay

the same and students will be expected to attend daily synchronous instruction. Google Classroom will be the Learning Management System used by the LEA and additional resources such as IXL and STAR360 for assessment, and Springboard and Cengage digital for instruction will ensure that students receive the same access to state adopted materials that were being used during in-person instruction. Assignments will be delivered, collected and graded through Google Classroom.
In addition, Edgenutiy on-line course ware has been purchased to provide A-G, Career Technical Education and other elective courses along with credit recovery to all students. All content areas have embedded integrated English Language Development standards in their curriculum maps and a Designated English Language Development course is being offered to qualified students. The LEA will frequently communicate with English Leaner families in Spanish and in English and continue the English Learner Advisory Council. Students picked up all the necessary program materials, along with a school supplied Chromebook, physical textbooks, consumable workbooks and supply kits prior to the start of school. 92% of the students picked up materials prior to school starting and the remaining materials were distributed the first week of school. A Distance Learning Handbook was developed and distributed to parents/guardians on both English and Spanish.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The LEA provided Chromebooks for all students and purchased hotspots for students and families who needed internet access based on surveys used to ascertain access to devices and connectivity. We provide parents and students with technical assistance, through personal phone calls assisting with technology and connectivity issues, so that accessing Google Classroom and other instructional materials would not be a barrier. Last spring all students were provided access to a device and connectivity. In preparation for the current 2020-2021 school year all students and parents were assigned a time to pickup their devices, hotspots, and all instructional materials. This occurred two days prior to school starting. The LEA administrators and teaching staff assisted with the distribution of all school supplies. Twenty additional connectivity contracts were purchased for students for the 2020-2021 school year. The LEA had enough Chromebooks for a one-to-one deployment. All students and families were provided written instructions with login information and access information for their Chromebooks and the Learning Management System to assist with proficiency in both English and Spanish. Newly enrolled students will receive all the necessary technology, program materials and assistance to ensure participation in class. Devices are checked regularly and replaced when necessary.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Attendance will be taken at the start of each class and students that are not present during synchronous instruction will be marked absent or tardy to class, just like they would during in-person instruction. Instructional periods are broken into six 60 minute class periods daily. The model 60-minute instructional period begins with a Social Emotional Learning warm-up activity, 15 minutes of direct instruction, 20 minutes of guided practice, 15 minutes of review, reteaching and independent practice, and ends with a formative assessment activity based on the learning goals. Teachers will determine and set the time value for assignments and pupil work completed. Daily and weekly attendance that measures presence during live instruction and assessments completed will be recorded. The schedule fully demonstrates the expectation of student participation in synchronous instruction. Through the development of curriculum maps, unit plans and daily lessons, teachers determined a scope and sequence lesson design with shared components. The daily schedule of synchronous learning exceeds the required instructional minutes and is greater than the previous 2019-2020 school year.

Stakeholder feedback indicated families wanted access to current academic performance levels, intervention options, and support if a student was not meeting coursework expectations. The LEA will provide access and training for parents on our grade book program and parents will be notified when their student's grade falls below the passing mark. This notification will be delivered electronically from the student's teacher or school counselor. The supports provided will include an academic success plan developed in collaboration with the teacher, student, parent/guardian and counselor. This plan could include tutoring, participation in a Saturday Academy or after-school enrichment program, and additional online program support.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The LEA provided ten days of professional development prior to the start of the school year. The content of this professional development included training on the Learning Management System (LMS) Google Classroom, and using the digital resources included with the adopted standards based curriculum. Embedding Social Emotional Learning activities into lesson plans was also a part of this professional learning. The professional development included understanding content based supplemental and ancillary digital materials included with the standards based programs. This enabled teachers to utilize these materials to individualize and reteach based on specific student needs. During the three-day pre-service all staff members were provided safety and health protocol training. This training also included a review of the "Reopening Plan for SBCOE Instructional Programs" document which outlines the specific processes and procedures that will be used in all three instructional models (distance learning, hybrid, in-person). In addition, Positive Behavior Intervention System (PBIS) and Restorative Justice (RJ) practices were topics of professional learning.

Ongoing professional development for staff will include the Educational Services Department (ESD) providing virtual training on Wednesday's up to two times a month. These training will focus on enhanced use of Google Classroom by adding extensions and understanding new features as they are developed, like Google breakout rooms. Teachers will also be able to participate in a county-wide Distance Learning Collaborative, which will build on their previous professional development received during the summer of 2020. In addition, classroom observations and coaching support will be provided by the ESD in cooperation with site level administration. The LEA plans to add new technology to each classroom to enhance the learning experience for students and expand virtual teaching strategies. All new technology used by teachers will be supported with additional training provided by the Technology Department and the ESD.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The role of teachers has changed to include providing daily synchronous classes adhering to the in-person class instructional schedule. During the spring teachers used both synchronous and asynchronous instruction based on the changing needs of students. Bus drivers and paraprofessionals roles changed to include providing distribution and preparation of meals and instructional materials to all students for pick up following a set schedule. Staff have become comfortable with the new safety expectations and procedures and understand their roles have changed to support those safety regulations. The maintenance/campus supervisor now assists the custodian in the cleaning and sanitation of the classrooms and campus area. All changes in responsibilities were agreed upon through negotiations that resulted in Memorandums of Understanding between both classified and certificated bargaining unions. In addition, the LEA met regularly with both bargaining units through Consult Employer/Employee Relations Committee meetings. As a result of these meetings certificated staff have agreed to be on campus during distance learning at a minimum two days a week and may provide instruction from home the other three days, with the option to be on campus all five days a week. As a result of COVID-19, additional personnel including a Community Liaison, and Technology Support Specialist will be hired.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The LEA provides wrap around services to pupils with unique needs, and either the principal, counselor, or office staff check in regularly with each student. During the spring, teachers provided additional one-on-one instruction and tutoring through office hours to assist students above and beyond the regular classroom schedule. A Restorative Justice (RJ) Coordinator meets virtually with small groups of students and a Positive Behavior Intervention System (PBIS) process is implemented school wide. Behavioral and Mental Health Case Managers, a Social Worker, and Clinician support students as needed. Check-ins by phone with each parent will occur at least every other week to ensure parents are aware of student progress and upcoming educational expectations.

Special education case managers will monitor progress on a regular basis assessing all touch points, including goals and objectives, social emotional well being, and technology needs.Goals and services outlined in each students Individual Education Plan (IEP) will be followed. Interaction with peers will also be a component of instruction, progress monitoring, and maintaining school connectedness. Daily participation includes completing assignments and assessments, and contact between the LEA and pupil or parent/guardian. Educational and Resources Specialists will provide appropriate support services remotely and/or in-person. Low Incidents Services will be part of Google Classroom run remotely through direct instruction and/or in-person at a minimum of two days per week pending public health approval. Specialized personnel are available to ensure access to materials and technology.

Our distance learning model has specific expectations for English Learners including integrated English Language Development (ELD) and a designated ELD class. Classes utilize Springboard integrated and designated ELD curriculum. Lessons taught by teachers include components to support English Learners such as, content and language goals and objectives, frequent checks for understanding, explicit vocabulary instruction, and student interactions using academic language. The site principal and the Educational Services Department (ESD) personnel are co-teachers in each Google Classroom and conduct virtual walkthroughs to support implementation.

Supports for students in foster care, pupils who are experiencing homelessness, and students who are socio-economically disadvantaged are supported by site administration, office staff, counselor, teachers, social worker, clinician, RJ Coordinator, and ESD staff. Staff works to remove barriers for families and students and connect them to school and community resources. They support the student school re-engagement process, make home visits, and check in with students and families regularly. Students are monitored and appropriate interventions are provided. Individual support plans are developed in conjunction with the student, parents, community agencies, administration, and teachers. Students and families participated in a drive through Resource Fair in August 2020. School supplies, backpacks, dinner, and community agency information was provided.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
The LEA will purchase hotspots to all students without reliable internet. The SBCOE Technology Department will be available to staff, students and families to ensure that students have the necessary tools they need to engage and participate in synchronous learning.	$6,050.04	Yes
The LEA will purchase laptops and instructional cameras for classrooms. The laptops and cameras will provide a better instructional experience for students in all instructional platforms.	$75,000	No
The LEA will purchase digital subscriptions to textbook adoptions used in the classroom.	$4,450.93	No
The fuel cost to deliver meals to students during distance learning.	$5,679.00	Yes
The purchase of Edgenuity, on online platform to deliver courses not offered by the LEA, including Career Technical Courses to students.	$14,750.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The LEA will assess student learning loss by having students complete STAR 360 assessments three times a year in the areas of ELA and Math. This will provide teachers a baseline for where students are to start the year and for returning students it will provide a comparison to where they were a year ago. The second STAR 360 assessment will show growth during the year for each student in Math and ELA. Students will also be assessed using IXL, which will also give data points on specific standards that students may be struggling with in the areas of ELA and Math. Identified English Learner students will also be assessed during their ELD instruction to determine gaps and baseline levels to further guide instruction for those students. Formative assessments will also be implemented daily by teachers to assess student progress towards daily learning goals. Formative assessments given by the teachers will also measure the learning loss in content specific subjects.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The use of STAR 360 and IXL will allow teachers to determine where students are academically and provide not only class trends in content knowledge, but also individual reports to allow teachers to adjust lessons and provide specific teaching strategies and assessments to help each student grow during the course of the year. The key to this plan will be to ensure that all students can take the assessments from home during distance learning and allow students to take the assessments at school if needed. The use of IXL ensures that students and teachers get real-time diagnostic data and provide personalized guidance for each student in each core subject area. This data can then be used by teachers and shared with students and parents to keep everyone engaged and informed with the students academic program. The strategies used for each program will be the same for all students, however ensuring that all students complete the assessments will be important. The identification of any barriers for each student and assisting those students in overcoming those barriers will ensure that any learning loss is accurately measured for each student and addressed with intervention strategies such as after school tutoring and reteaching by the teacher.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Formative assessments and IXL will be used to determine how effective the intervention and supports are that are put in place. Daily formative assessments will determine prior student knowledge on content standards and will provide the teacher with the data needed on student comprehension levels for each lesson and provide guidance for the any reteaching and intervention that may be needed for the entire class or individual students. Student grades will also be used to determine the effectiveness of reteaching and intervention that is provided. STAR 360 will also be used as a measurement of student growth while interventions are implemented.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Utilize IXL program to provide baseline data and frequent data points in content areas such as ELA and Math that can help monitor and address strengths and weaknesses in student comprehension. The data provided for students, parents and teachers will be used for instruction and intervention throughout the year.	$2,888.00	Yes
Provide after school tutoring for students.	$5,000.00	Yes
Purchase STAR 360 to provide baseline data on students and track progress throughout the year in ELA and Math.	$2,420.31	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The LEA plans to implement a tiered approach to monitor and support mental health and the social and emotional well-being of pupils and staff. Teachers will be provided continued professional development on Restorative Practices and the integration of Social Emotional Learning (SEL) instruction into daily lessons. Teachers will be trained in the process to refer students to the site level team for more targeted support. The team will be comprised of the Director of Behavioral Intervention Support, the mental health case managers, mental health coordinator, social worker and school counselor. The school staff will support students with focused intervention based on students needs. The mental health case managers will identify and connect students and parents to mental health services provided by the mental health therapist. The social worker will provide case management and counseling to chronically absent students. The school counselor will provide academic support, counseling and connect students to additional supports if necessary.

Professional development provided to teachers will occur on Wednesday afternoon each week and will focus on strategies that teachers can use to identify students that are struggling with their emotional well-being. The LEA is beginning the third year of implementing Positive Behavior Intervention and Supports (PBIS). The PBIS lead and coordinator will provide additional training to ensure continued implementation.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The school and district staff will reach out within 5 days by phone call, text message, email and in person if it is safe to do so to ensure that all families have been communicated with as to the plan to resume school. The details will include the location, times and contact information for staff members. All students will also receive a chromebook and hot spot if needed. Instruction will be in-person if possible, but could be virtual if necessary to get the instruction started within 10 instructional days.

The LEA will implement daily attendance procedures. Teachers will enter daily class attendance in the Aeries student information system. Period and daily attendance will be recorded in the student information system. The asynchronous assignments will be tracked weekly. If a student does not log into synchronous instruction through Google Meets, the teacher will contact the student through text, email and/or phone to ask the student to join the class. If a student does not respond, teachers will notify the office secretary and/or counselor to reach out to students and their parent or guardian. The site staff will reach out through automated calls, email and direct phones calls until a response is received. Parents and guardians will be notified the same day of the absence and if the student continues to be absent from distance learning a meeting will be scheduled with the principal, counselor, student, teacher and parent to determine barriers and solutions to overcome engagement issues and reengage the student. Students in the juvenile court system will be supported by the probation department to reengage students through outreach and follow up. All contacts will be logged into the student information system and re-engagement efforts and meetings will be documented. All contacts will be made in the students/parents home language. The county Student Attendance Review Board will also be utilized as part of the re-engagement process.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

During the Spring, all parents were surveyed to ensure that all students who needed a breakfast and lunch received one each day. The survey, email, text message and phone calls ensured that all parents were aware of the availability of breakfast, lunch and the delivery methods. This year parents will continue to be contacted regularly to ensure that students are receiving meals. Meals are prepared and delivered twice a week. The LEA will provide drive up service and home delivery service during distance learning. Home delivery service and drive up service times will be communicated to parents via text message and email. Last spring over 8,000 meals were served to the students of our LEA. All of our students are eligible to receive free meals as the LEA is Community Eligibility Provision. Bus drivers and paraprofessionals will be used to assist with the preparation and distribution of meals. When the LEA moves to in-person learning, those students that continue in distance learning will receive their meals. Meals would be delivered to classrooms for students during in-person learning to ensure proper social distancing and maintain cohorts as much as possible. All safety guidelines outlined by Centers for Disease Control and California Department of Public Health would be adhered to.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Provide Google training for teachers and parents to better understand Google Classroom and Google Meets.	$36,200.00	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Purchase Naviance to assist students with College and Career Readiness. This program creates strong connections for students with their strengths and interests to success after graduation.	$3,950.00	No
Mental Health and Social and Emotional Well-Being	Purchase of Suite 360 Alternative to Suspension Program to provide Social Emotional Learning and character development to students.	$13,132.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.62%	$79,468.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Of the four Alternative Education programs operated by the SBCOE, only Pinnacles Community School and Pinnacles Court School receive Supplemental and Concentration funds. Funding for Santa Ana Opportunity School is received through a bill-back model in which each student's district of residence is billed for part of the total program cost. Funding for San Andreas High School is on a pass-through model whereby the San Benito High School District contracts with the SBCOE to operate the program using some of SBHSD's supplemental and concentration funds. These dollars are therefore not identified as Supplemental/Concentration grant dollars in the San Benito County Office

of Education LCAP, but are identified as such in the district LCAPs. Therefore the discussion of increased or improved services will refer solely to students enrolled at Pinnacles Court and Pinnacles Community Schools.

The students that attend Pinnacles Community School are on probation or have been expelled from their districts of residence. Virtually all students who enroll at either site are unduplicated and arrive with a variety of needs, including being below grade-level in reading, ELA, and math; having significant social-emotional needs, and being unmotivated to attend school. Based on these identified needs, several actions and services will be offered to students on a schoolwide basis.

The Star 360 Assessment System will be used to assess all students when they enroll and throughout the year. This program was chosen because it can be used across all grade levels and is nationally-normed so the data gathered is comparable to that of all other students in the United States, allowing teachers to accurately determine whether a student is on grade-level or not. In addition, the system provides multiple resources to help students in each standard area.

Professional development for all staff members is provided to ensure that students are able to access the curriculum in each content area and that they are able to take part in interventions as needed. One area of increased service is the addition of a Social-Emotional Learning professional development series, based on a well-attended and well-received workshop provided in the 2018-2019 school year. Staff will also receive additional training in Trauma-Informed Practices to continue to grow in their understanding of the long-term affects of childhood trauma. The Restorative Justice Program, begun in partnership with Youth Alliance in 2017-18, was chosen because it is research-based and has been effective in other alternative education settings. To coordinate the implementation and provide support for our unduplicated students, SBCOE will continue to contract with Youth Alliance, a community-based organization, to provide a Restorative Justice Coordinator. Students and staff will also continue to be trained on restorative practices and "RJ circles" will be implemented in the classroom. The coordinator will build the capacity of teachers and staff in using restorative practices as well as work with students individually and in small groups.

Empathy interviews will be conducted to measure student English Language Learner's experience with distance learning. The survey will measure students' opportunities to engage in speaking activities, as well as supports provided for reading and writing. The survey will also inquire about the students overall experience in Developing English in the distance learning model. Survey results will be analyzed and adjustments to instruction will be made to accommodate the English Language Learners immediate needs.
The actions outlined in this plan are designed for the students served at Pinnacles Court and Pinnacles Community Schools. These students have very specific needs and actions/programs like the School Social Worker and the Restorative Justice Coordinator are designed to help students address their specific social emotional needs. These actions in addition to the academic actions outlined in this plan provide students with the opportunity to graduate from high school and continue in the workforce or continue their education beyond high school. The weekly meetings with Restorative Justice and support by the probation department provide students and their families with strategies to address any situation in a positive manner. The academic actions listed in this plan allow credit recovery and career electives to continue to be taken by each student no matter what career path they may pursue. As stated above the funding for the other two programs comes directly from the student's home school district. Although some actions may be utilized for all four schools, each of the actions are specifically designed for the students at Pinnacles Court and Pinnacles Community Schools.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The School Counselor and Guidance Technician will continue to meet with English Learners and Foster Youth and their parents to discuss their academic progress as well as, when applicable, their progress towards English Proficiency. In addition, the School Counselor and Guidance Technician will work with SBCOE to ensure Foster Youth services, including tutoring and mentoring, are being provided so that those students are successful academically. Foster youth and juvenile court school students who are eligible will be provided with a transition plan to allow them to graduate with the state minimum credit requirements. English Language Development courses will be offered to English Learners through a blended model that utilizes the Springboard ELA/ELD Program as well as supplemental in-class activities.

The LEA's percentage of funding for increased or improved services is 2.62% or $79,468.00. The LEA knows that in the current environment, additional actions and services are essential to the success of all students and more specifically those that are more at risk including Socio-economically Disadvantaged, Foster Youth, English Learners, and Homeless Pupils. The LEA has identified actions and services in this plan to benefit these students that exceeded the percentage of funding for increased or improved services.