Comprehensive School Safety Plan

2026-27
School Year

School: Willow Grove Union Elementary School

CDS Code: 35-67579-0000000

District: Willow Grove Union Elementary School District

Address: 11655 Airline Hwy
Paicines, CA 95043

Date of Adoption: January 2026

Date of Update:

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Greg Swett	Board President	Greg Swett	1/20/2026
Linda Naegle	Board Member	Absent	
Clayton Rianda	Board Member	Clf Ria	1/20/2026
Brent Shepard	Board Member	Absent	
Shannon Duncan	Board Member	Shannon Ra	1/20/2026

Kathleen Kilday — Superintendent / Principal
Kathleen Kilday — 1/20/2026

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Shannon Duncan	Board Member		

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at San Benito County Office of Education website or at the school site..

Safety Plan Vision

Willow Grove school community consists of all staff, students, and the Willow Grove School Board. We believe it is critical that all students should feel a part of the school community. Respect for others and school property is the foundation at Willow Grove

School for a healthy and safe learning environment. All members of the school community will assist in helping to maintain a physically and emotionally safe environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Willow Grove Union Elementary School Safety Committee

Willow Grove Staff : As a small rural school, there are only 9 staff members: Principal, two Teachers, two Aides, two Intervention Teachers, an afterschool Expanded Learning Provider, and an Administrative Assistant.
Fire Authority, and Law Enforcement Authority are available.

Assessment of School Safety

School safety is a key element to ensuring that the Willow Grove Elementary School /District strategic priority of a "Safe, respectful community for all" can be achieved.
Conclusions: The school safety team reviewed the data including the following types of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; Survey data; LCAP data; property damage/vandalism data; and other data pertinent to the assessment. Through review and research of this data, the school safety team believes Willow Grove School is a safe school for students and staff. Very few and often zero types of the incidents/data detailed above have been recorded at or around Willow Grove School in the last 6 years. The committee also believes that continuing to create and cultivate a positive culture of respect within the school community will continue to aide in the overall safety of the school.
Stakeholder feedback indicates a desire for stronger campus security, specifically including upgrades to gates and front facing fences. These actions are in the process of being investigated by the Board for construction (i.e. costs, funding, available company for installation).

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

The Comprehensive School Safety Plan shall be used to provide details regarding the school's strategies, programs, and procedures to support a safe school environment. The California Education Codes sections 32280-32289 outline the requirements of all schools operating any kindergarten and any grades 1-12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that school. The requirements included in this plan are:
* An assessment of school crime committed on school campus and at school related functions
* Child abuse reporting procedures
* Disaster procedures
* Suspension and expulsion policies
* Procedures to notify teachers of dangerous pupils
* Discrimination and harassment policies
* School wide dress code polices
* Procedures for safe ingress and egress
* Policies enacted to maintain a safe and orderly environment
* Rules and procedures on school discipline
* Hate crime reporting procedures
*Employee & Volunteer Misconduct Prevention
*Immigration Enforcement Notification
*Student Smartphone Use in Emergencies

The information contained in the school's safety plan may be supplemented by information not specified in the California Education Code sections 32280-32289. This plan contains additional, relevant information. This plan was created in conjunction with this site's safety committee, first responders, and members of the community. All staff were trained on all elements of this plan.

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

A. Child Abuse Reporting Procedures: Willow Grove School /District employees annually train using the Mandated Reporter online training module from Keenan & Associates Insurance. New hires are required to complete the training within the first month of employment. Child Abuse and/or Child Neglect Can Be Any of the Following:
* A physical injury inflicted on a child by another person other than by accidental means.
* The sexual abuse, assault, or exploitation of a child.
* The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
* The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect. Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

* Excessively withdrawn, fearful, or anxious about doing something wrong.
* Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
* Does not seem to be attached to the parent or caregiver.
* Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

* Frequent injuries or unexplained bruises, welts, or cuts.
* Is always watchful and "on alert" as if waiting for something bad to happen.
* Injuries appear to have a pattern such as marks from a hand or belt.
* Shies away from touch, flinches at sudden movements, or seems afraid to go home.
* Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children

*Clothes are ill-fitting, filthy, or inappropriate for the weather.
* Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
* Untreated illnesses and physical injuries.
* Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
* Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

* Trouble walking or sitting.
* Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
* Makes strong efforts to avoid a specific person, without an obvious reason.
* Does not want to change clothes in front of others or participate in physical activities.
* A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
* Runs away from home.

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

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

Disaster Plan

This Site Emergency Plan has been designed for use during the planning, response, and recovery phases of an emergency or disaster that affects the school's operations and facilities. It has been prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, and SEMS/NIMS, which incorporates the use of the Incident Command System (ICS), existing mutual aid systems, the San Benito County Office of Education, and multi-agency coordination. The Site Manager, with assistance from the parent/teacher organization, will see to it that the information required by the plan is supplied and that this information is reviewed and updated annually or as conditions change which affect this plan. The Site Manager or designee has the ultimate responsibility for all local decisions in an emergency/disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents, and the news media. Through the Site Emergency Teams, the Site Manager will asses student safety and health, building damage, casualties, and facility statues, and report it to the County Office of Education. Annual Review of Site Emergency Plans shall be reviewed annually and no later than October 30th. The Site manager, in coordination with the Site Safety Committee or its designee, shall ensure that the site disaster procedures are annually reviewed with the purpose of:

Updating staff assignments
Verifying status and location of supplies and equipment
Reviewing and modifying site procedures
Planning for staff in-service activities and training
Reviewing emergency signals for evacuation, fire alarm, run-hide-defend alerts, etc.

This annual review will be completed by October 30th of each year and an updated site plan will be submitted to the County Office of Education. Staff Awareness By October 30th each year, the site shall train staff on preparedness planning and training, including team assignments, evacuation procedures, and basic District policies during emergencies. The Comprehensive Site Safety Plan is to be made available electronically or to be given to each staff member by this date. Community Awareness-School Emergency Recall Plan The disaster procedures in this plan deal primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake or other emergency could occur after school hours (during after school activates or at night/weekend/holiday. If an earthquake were strong enough to cause structural damage to private homes, the Red Cross may request to use public school building for mass care centers. All public employees, however, could be pressed into service by City or County Offices of Emergency Services as disaster service workers. In that case, the Superintendent would be directed to secure district employees to open and work at the designated mass care center. Willow Grove Elementary's policy is as follows: In case of a declared emergency by the Superintendent during school hours, all students will be required to remain at school, safe on site under the supervision of district personnel until regular dismissal time and then released only if it is considered safe, OR until released to an adult authorized by the parent or legal guardian whose name appears on District records. If students are on their way to school, they should proceed to school. If students are on their way home from school, they are to continue home. To provide this supervision and care,Willow Grove School personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statues included in the County Emergency Service Guide. The statutes state that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to the City of Hollister and to San Benito County to declare an emergency and impress public employees into service as disaster service workers.

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

The Superintendent shall be trained in disaster relief procedures so as to be prepared to execute the appropriate Emergency Plan, including the disbursement of any disaster relief monies, should an emergency occur which requires the school be used as an Emergency Shelter.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Willow Grove school shall follow its school discipline plan and consider suspension only when other means have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.
Grounds for Suspension and/or Expulsion:
Please refer to California Education Code 48900 for a complete list of offenses that constitute grounds for suspension and/or expulsion from The Willow Grove Elementary School District.
A student may not be suspended or expelled for any of the acts enumerated in EC 48900, unless that act is related to a school activity or takes place while attending a school under the jurisdiction of the superintendent or principal or occurring within any other school district.
A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time including, but not limited to, any of 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 campus; or
4. During, or while going to or coming from, school sponsored activities.

Suspension
A student may be suspended from school for violation of district disciplinary rules. Unless a student poses a danger to the life, safety, or health of students or school personnel, a suspension will be preceded by an informal conference between the principal and student, during which the student will be informed of the reason and evidence for the suspension and have the opportunity to present a defense. At the time of suspension, a school employee will make a reasonable effort to contact the student's parent in person or via phone or email. The parent will be given written notice of the suspension.
While on suspension from school, the student may not be present on or about any school grounds at any time, nor attend Willow Grove Elementary activity at any time, no matter where such activity may be taking place. Violation may result in further disciplinary action.
Authority to Suspend
1. A teacher may suspend a student from their classroom for two days, including the day of suspension plus the following school day.
2. The principal or designee may suspend a student from class, classes or the school campus for a period not to exceed five (5) school days.
3. The superintendent or designee may extend a student's suspension pending final decision by the Board of Education on a recommendation for expulsion.
4. A special education student being considered for expulsion may be suspended for ten (10) days pending assessment and an IEP Team meeting.
5. The Board of Education may suspend a regular education student for no more than twenty (20) days in one academic year.

On-Campus Suspension Notification
A teacher who imposes a classroom suspension will report all suspensions in writing to the appropriate school administrator and inform the parent(s)/guardian(s) of the student within 24 hours.
Teachers and administrators may directly assign any student to a site-based alternative to suspension. This is an option to which students may be sent by the teacher when the student is disruptive or refuses to follow the teacher's directions. Parents will be notified of any assignment by phone, mail, or email. The referred student is required to follow all rules. Any disruption or defiance will result in immediate referral to an administrator for possible suspension from school.
Offenses that may result in site-based alternative include but are not limited to disruption in class; defiance of a teacher; or generally inappropriate behavior.

Parent/Guardian Notification
In the event of a classroom suspension, the teacher shall ask the parent to attend a parent-teacher conference as soon as possible. In the event of a suspension from school, a school employee shall make a reasonable effort to conference with the student's parent/guardian in person or by phone, and a written notice will be sent.

Hearings & Transfers
When repeated interventions have failed and/or a student's actions have created an unsafe environment for other students or staff on campus, the District may recommend that a student be transferred to another comprehensive or alternative school. The student will have the opportunity to oppose a transfer at an informal hearing. The informal hearing will include notice to the student and parents of the charges against the student and/or the reasons for the proposed action, an opportunity for the student and parents to rebut or respond to the charges, and review of the student's record. The meeting may include the student, parents, site administrator, and district personnel. The Superintendent will notify the student and parents of the district's final decision. Disciplinary action may result in a recommendation to return to the present school, or for the student to be placed at another school or placed in an alternative program, and/or other educational intervention.

Expulsion
Expulsion is the involuntary removal of a student from comprehensive schools and programs for one to two semesters for acts of specified misconduct.l Final action is taken only by vote of the Board of Education. Expulsion proceedings for a currently identified special education student require additional due process procedures. While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools or County Community Schools during the duration of the expulsion.
The Board of Education, upon voting to expel a student, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school. class, or program that is deemed appropriate for rehabilitation. The rehabilitation program to which the student is assigned may provide for the involvement of the student's parent/guardian in their child's education in ways specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program will not be considered in the board's determination as to whether the student has satisfactorily completed the rehabilitation program.
In the event a student is recommended for expulsion, they are entitled to a hearing and, among other things, advance written notice of their rights and responsibilities. Written notice of these due process rights shall be provided as least 10 days in advance of the date set for hearing. All decisions to expel are final but may be appealed to the County Board of Education. A statement of rights is given in writing to parents for students who have been expelled. The appeal process is detailed in EC 48919.

School-Sponsored Events
Any student who has been suspended or expelled may not attend any school-sponsored events during the period of that suspension or expulsion. This includes, but is not limited to, dances, performances, and athletic events.

Recess Restriction
Recess or Free Time restriction (i.e. detention) limits, for disciplinary purposes, the free time allotted to a student during morning or afternoon recess, at the lunch period, or any snack period. Students will not be restricted from eating lunch nor from taking care of personal health needs.

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

Procedures to Notify Teachers of Dangerous Pupils
State law requires courts to notify school districts when a student is found guilty of certain drug violations and/or violent crimes. Any information received from the court is confidential and unlawful dissemination of this information is a misdemeanor. The information will be transferred to the student's subsequent schools and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 19, whichever occurs first. After that time, the confidential record will be destroyed. State law also requires teachers to be notified of each student who has engaged in, or been suspected to have been engaged in, any misconduct for which the student can be suspended other than for use and possession of tobacco products. The above information must be maintained in confidence and transmitted to teachers and supervisory personnel in confidence for a period of three (3) years after receiving such notification of from the time the student returns to school. Willow Grove Elementary receives such official notification, and site administrators are duly notified. The district is required to notify teachers of every student

who has caused or attempted to cause serious bodily injury to another person.
The purpose of this regulation is to protect individuals from needless vulnerability. Teachers or other staff receiving such information must keep it in strict confidence.

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

The Willow Grove School Governing Board prohibits sexual harassment of any student by another student, an employee or any other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy. Sexual harassment includes but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, and other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, when made on the basis of sex (Education Code 212.5;, 5 CCR 4916):

Unwelcome leering, sexual flirtations, or propositions
Unwelcome sexual slurs, leering, epithets, threats, verbal abuse, derogatory comments, or sexual degrading descriptions
Graphic verbal comments about an individual's body, or overly personal conversation
Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures or computer-generated images of a sexual nature
Spreading sexual rumors
Teasing or sexual remarks about students enrolled in a predominantly single-sex class
Massaging, grabbing, fondling, stroking, or brushing the body
Touching an individual's body or clothes in a sexual way
Purposefully cornering or blocking normal movements or any physical interference with school activities when directed at an individual based on sex
Displaying sexually suggestive objects
Sexual assault, sexual better, or sexual coercion and/or under the following conditions:
Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress
Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting a student
The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile, or offensive educational environment
Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through the school.

Any student who feels that he/she is being or has been subjected to sexual harassment on school grounds or at a school-sponsored or school-related activity (e.g. any visiting athlete or coach) shall immediately contact a school employee. A school employee to whom a complaint is made shall, within 24 hours of his/her getting the complaint, report it to the principal. Any school employee who observes any incident of sexual harassment or any student shall similarly report his/her observation to the principal, whether the victim makes a complaint. If the alleged harasser is the principal, the employee may report the complaint or his/her observation of the incident to the superintendent of designee who shall investigate the complaint. The principal, superintendent, or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

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

Willow Grove Elementary believes that the responsibility for the dress and grooming of a student rests primarily with the student and their parents of guardians and that appropriate dress and grooming contribute to a productive learning environment. We expect students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate.
School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement

of the dress code will be gender neutral and consistent.
Except in cases where schools require uniforms, schools may not enact policies with more restrictive or less restrictive dress and grooming codes.
Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.
a. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes
b. Hats and other head coverings are permitted at the discretion of the Superintendent on school grounds except when worn as sun-protective clothing as prescribed by the student's physician or as an expression of religious beliefs.
c. Clothing must cover the chest, torso, and lower extremities.
d. Clothing must cover undergarments.
e. Clothing must not be see-through.
f.. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, and other activities where unique hazards or specialized attire of safety gear is required.
g. Attire or grooming depicting or advocating violence, criminal activity, gang-related activity (including professional sports wear and/or colors identified by the San Benito County Sheriff or Hollister Police Department as gang-affiliated), use of alcohol or drugs, pornography, or hate speech are prohibited.
h. Students will be allowed to wear sun protective clothing and hats. Sun-protective hats may be worn for outdoor use only and which has a brim large enough to protect the face and/or back of neck and/or ears. A parent/guardian or doctor's authorization will be required for a student to wear a sun-protective hat and that note shall include the type and extent of the coverage required.
A student who violates these standards shall be subject to appropriate disciplinary action.

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

Arrival and Dismissal

Before School Procedures:
Students are encouraged to arrive on time each day, with classes beginning promptly at 8:00am. Students should not be dropped off prior to 7:30am.
When entering the parking area, please use caution, low speed, and park in designated spots against the fence.
Once the student arrives at school, they must remain on campus (in classroom) and not go out into the parking area without adult permission and supervision. Students who arrive after the 8:00 starting time may need to check in at the front entrance before moving on to class. Late arrivals are disruptive to the classroom and promptness is appreciated. Excessive tardiness may result in a conference with parents, student, teacher, and administrator to strategize solutions for the remainder of the school year.
Upon arrival, students should enter the classroom respectfully and begin their morning work.

After School Procedures:
At 1:30pm (early release) or 2:30pm (TK-3) or 3:00pm (4-8) students will be in front of the school for pick-up. Please park only in designated parking areas. Students must use the sidewalk to walk to vehicles.
We ask that all drivers are vigilant, courteous, and patient as you enter and exit the parking areas. In the event that a parent or guardian has someone else pick up their child (children), that person must be listed on the student's emergency/information card. If the person picking up the student (s) is not designated on the emergency/information card, a call to the school ahead of time must be made so the staff is aware and can inform the child.

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

Goal

Component:

Creating a safe and orderly school environment.

Element:

Decrease the number of students who have experienced any harassment/sexual harassment, and/or bullying as measured by school recording of incidences and/or California Healthy Kids Survey or equivalent.

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce the events of harassment, sexual harassment, fighting, and/or bullying on campus.	Student mentors/buddies SEL support including mental health therapist.	School staff (administrator/teachers), mental health therapists.	Principal	School recording of incidences and/or California Healthy Kids Survey or equivalent.

Goal

Component:

Maintaining a safe and orderly school environment.

Element:

Increase the percentage of students and staff who feel safe at school as measured by the California Healthy Kids Survey or equivalent.

Opportunity for Improvement:

Maintain a sense of safety amongst students and staff and optimize conditions for student learning.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the percentage of students who feel safe at school as measured by the California Healthy Kids Survey or equivalent.	Complete 2024-25 LCAP Goal 3	2024-25 LCAP Goal 3 and associated actions, Willow Grove Staff, local community and parent support	Principal	California Healthy Kids Survey or equivalent

Goal

Component:

Maintaining a safe and orderly environment and a positive school culture and climate.

Element:

Increase student capacity to navigate and negotiate peer interactions and conflicts.

Opportunity for Improvement:

Develop positive social skills and healthy communication, create connections and deepen authentic relationships, manage feelings of anger, frustration, and disappointment, and promote feelings of self worth.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Through peer buddies/mentors, increase student capacity to navigate and manage student conflict and strengthen relationships.	Lessons with teachers, peer buddies/mentors, class meetings. Lessons from local counselors on social skills.	Student modeling, peer interactions, classroom presentations and discussions.	Classroom teachers	California Healthy Kids survey data or equivalent, recordings of instances of student conflict.

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

Willow Grove Union Elementary School Student Conduct Code

Willow Grove Elementary School Student Conduct Code

Conduct Code Procedures

Conduct Code Procedures
It is crucial for a school to provide a safe and orderly environment that is conducive to learning for all students. To achieve this goal, it is important to set standards defining what citizens in the school can and cannot do. Students are always expected to follow the rules in the classroom and throughout the campus.
The Student Rights and Rules for Behavior guide the philosophy of discipline at Willow Grove School.

1. Each person has the right to an orderly environment.
Everyone will walk quietly in and around the building.
Running will not be permitted on campus with the exception of the field and basketball court or organized activities during P.E..
Use the sidewalk to walk to the parking lot, walking in front of (never behind) vehicles.
Littering is not allowed, and students will clean up after themselves.
Yelling and loud behavior is not allowed in the buildings or lunch area.
Students will not play in the restrooms and will not invade others' privacy.

2. Each person has the right to be different.
Students and staff will respect the uniqueness of each individual.
Negative remarks are not to be made regarding a person's physical appearance, ethnicity, religious affiliation, gender, language, dress, socio-economic status, academic
performance, or any other personal characteristics.
Teasing will not be tolerated.

3. Each person has the right to be treated with courtesy.
Respect, kindness, and good manners need to be shown toward other people at all times.
Name-calling, put-downs, cutting in line, profanity, hurtful language, abusive gestures, harassment, and bullying are not permitted.
Exclusion of a particular student is not allowed.

4. Each person has the right to use and own property.
Personal belongings are not to be used or played with during instructional time.
Taking or causing damage to another people's property is not permitted.
Vandalism and destruction of school property is not allowed.
Students will help keep the restrooms neat after use.

5. Each person has the right to be safe.
Rough play, hitting, kicking, biting, tripping, pinching, choking, pushing throwing objects, and any other forms of physical abuse are never permitted.
Bullying, sexual harassment, drugs and weapons are prohibited

All lunch and playground safety rules are to be followed, including appropriate use of playground equipment.

(K) Hate Crime Reporting Procedures and Policies

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Executive Director. Upon receiving such a complaint, the Principal/Superintendent shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7-Sexual Harassment.
A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(J) Procedures to Prepare for Active Shooters

Procedures for Preventing Acts of Bullying and Cyber-bullying

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Willow Grove Elementary School Instructional Continuity Plan (ICP)
Updated: 5/19/2025
Contact: Linda Smith Principal/Superintendent
School Address: 11655 Airline Hwy. Paicines, CA 95043

1. School Overview
Willow Grove Elementary School is a small, rural site with two classroom buildings serving 22 students in grades TK–8. In each classroom, there are multiple grades being taught. (TK – 3 and 4th -8th grades) The school operates on a traditional extended academic calendar (187 days in 2025-2026)

2. Emergency Preparedness Context
Given our remote location, the nearest emergency services (fire, police, ambulance) are approximately 30 min. away. We maintain a basic on-site emergency supply for first aid including:

- First aid supplies - bandages, EpiPens for children and adults, Narcan

We have an existing emergency evacuation and shelter-in-place plan. In the event of a serious emergency, our primary contact is the San Benito County Sheriff's Department.

3. Instructional Communication & Notification
In the event of an emergency or disruption:

- Families will be notified via cell service or landline, email or text as needed.
- We are capable of switching to distance learning rapidly, using mobile devices if necessary.

4. Distance Learning Infrastructure
We are well equipped for remote instruction:

- All students have assigned 1:1 Chromebooks, which remain on campus but will be sent home in an emergency.
- The teacher is equipped with a laptop and document camera, enabling effective online instruction.
- Instructional materials include:
- Houghton Mifflin – Journeys (K-5th) and Collections (6th – 8th)
- Go Math for K – 5th , Glencoe Math (6th – 8th)
- Several digital supplemental programs for differentiation and enrichment.

5. Support for Students with Disabilities
Some of our students have an Individualized Education Program (IEP). Special education services are provided through the San Benito County Office of Education, which will coordinate remote services during closures.
6. Nutrition Services
During closures, student meal distribution is coordinated by the Hollister School District, which oversees food services for our school.
7. Plan Review and Updates
The ICP will be reviewed and updated annually by the Principal/Superintendent (currently one person holding all roles), or as needed following an emergency event or guidance update from the California Department of Education.
8. Social-Emotional and Mental Health Supports
Social-emotional and mental health support for students is coordinated through the San Benito County Office of Education and Behavioral Health. They provide counseling and SEL program support during emergencies and school closures. Additionally, the staff {an administrator, the teachers, as well as the classroom aides) maintain regular contact with families and personally check in on students to offer support as needed. Our close-knit rural community allows for a high level of individualized attention and care.
9. Independent Study Compliance
Willow Grove Elementary maintains an independent study plan
In the event of a closure:

- Students receive daily live instruction and daily independent assignments.
- Feedback is provided on a daily basis.
- Students and families may contact the teacher via email or Google Chat for support.
- Student engagement is tracked using live instruction logins, usage of supplemental digital programs, and assignment submissions.

This plan aligns with the independent study provisions outlined in Education Code Sections 51747 and 51749.5.
10. Public Accessibility of ICP
This Instructional Continuity Plan is made publicly available through the Willow Grove Elementary School website (posted by the San Benito County Office of Education), alongside our Comprehensive School Safety Plan. Printed copies are also available at the school site for visitors or parents upon request or by appointment, in compliance with Education Code Section 32282(d).

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on and adopted by Willow Grove Union Elementary School on to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Willow Grove Union Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Willow Grove Union Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Willow Grove Union Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Willow Grove Union Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Willow Grove Union Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Willow Grove Union Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Willow Grove School shall implement to notify

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Upon confirmation from law enforcement that immigrations enforcement activity is occurring on or near school grounds.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Site Administrator or Public Information (PIO) activates the following SB 98 notification protocol:

- Notify parents/guardians in their home language using SMS, email, and/or phone.

-Notify all staff and district leadership through established emergency communication channels.
-Notifications 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.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

January 20, 2026

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan (CSSP) for Willow Grove Elementary School District is reviewed, evaluated, and amended (if needed) annually by the Principal/Superintendent in accordance with discussions with the school community, any regulation changes and current needs. The Willow Grove School Board will review and approve the presented CSSP at each December board meeting.

Emergency Contact Numbers

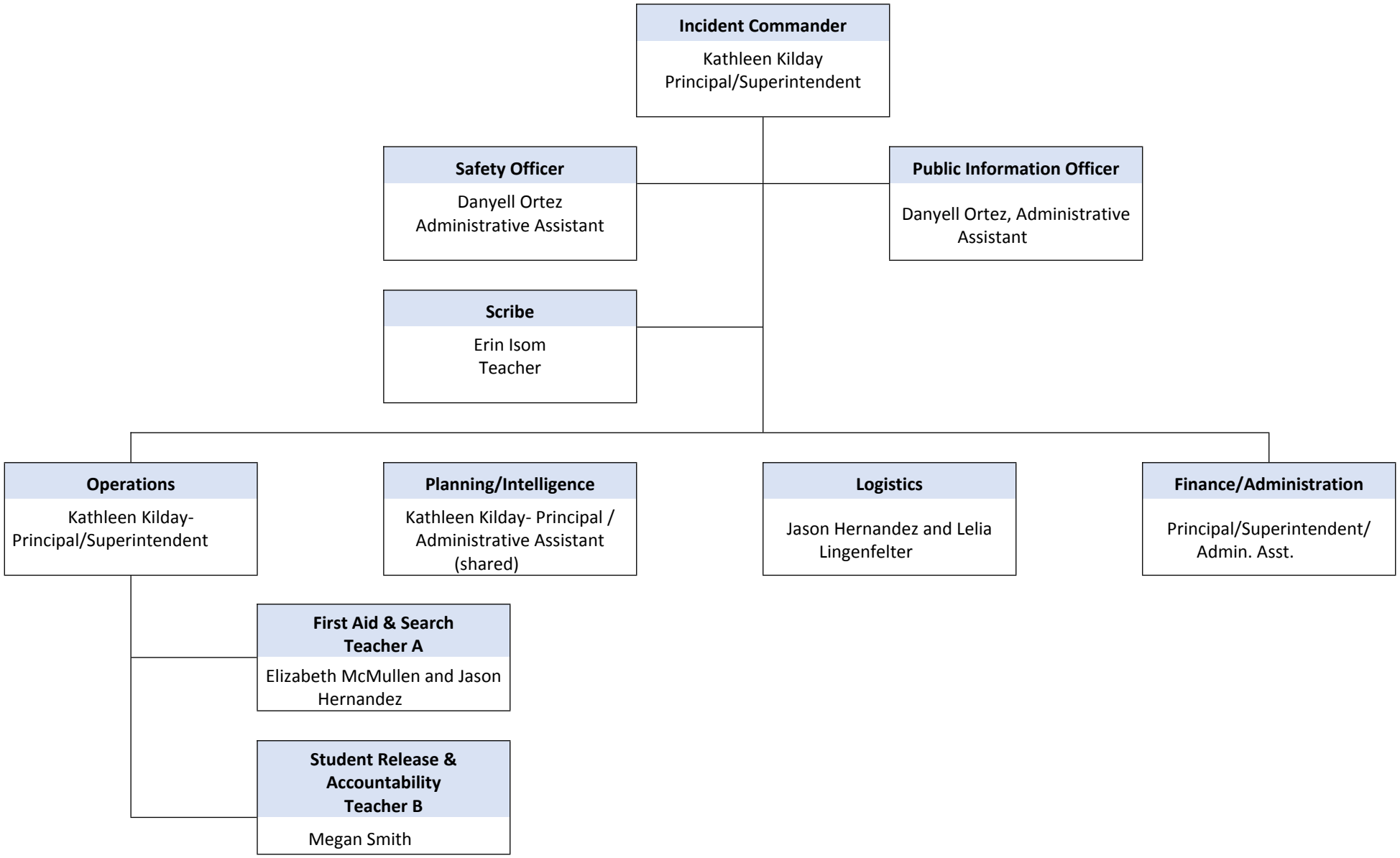
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	San Benito County Sheriff	831-636-4080	
Law Enforcement/Fire/Paramedic	Hollister Police Department	831-636-4330	
Law Enforcement/Fire/Paramedic	Hollister Fire Department	831-6364325	
Law Enforcement/Fire/Paramedic	Cal Fire. Fairview Road	831 637-4475	
Law Enforcement/Fire/Paramedic	San Benito Medical Services Agency	831-636-4168	
Emergency Services	San Benito Office of Emergency Services	831-636-4168	
Public Utilities	Pacific Gas and Electric	800-743-5002	
School District	San Benito County Office of Education	831-637-5393	
Local Hospitals	Hazel Hawkins Memorial Hospital	831-637-5711	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Staff/Safety Committee Meetings conducted periodically	All Staff Meetings each month. August 2025, September 2025, October 2025, November 2025, December 2025- 1:30pm	Notations in LCAP Review

Willow Grove Union Elementary School Incident Command System



Incident Command Team Responsibilities

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

Management, Planning & Intelligence, Operations, Logistics, Finance & Administration:

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

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

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

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

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for 20 different types of emergencies listed below are provided in this plan.

1. Aircraft Crash
2. Intruder on Campus
3. Biological or Chemical Release
4. Bomb Threat
5. Bus Accident
6. Child Abuse-Procedures are outlined in Board of Education Policy, Administrative Regulation and Exhibit 5141.4
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire
11. Flooding
12. Loss or Failure of Utilities
13. Motor Vehicle Crash
14. Psychological Trauma
15. Medical Emergency
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Civil Unrest
19. Pandemic Influenza/Avian Flu
20. Tsunami Watch/Warning

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a four-tiered rating system is described below.

Level 1 Emergency: A minor event that is handled by school personnel without assistance from outside agencies.

Level 2 Emergency: A moderate event in which many school community members are affected but school-site resources can independently manage the response.

Level 3 Emergency: A major event in which many school community members are affected, and even after reorganizing staff, school site resources cannot independently manage and support the response. Additional District resources are required.

Level 4 Emergency: A major event in which many school community members are affected and additional District resources are insufficient to manage and support the response.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

Drop, Cover, and Hold On
Lockdown
Alternate Response to a Violent Intruder

Shelter-in Place-Community Disturbance
Shelter-in Place-Environmental Incident
Evacuate Building
Off-Site Evacuation
All Clear
Student Release

Procedures for each of these are included in this section. Immediate response actions:

Drop, Cover, and Hold On-This action is take to protect students and staff from falling debris.
Description of Action
1) Upon the first indication of an earthquake, students and staff should immediately drop, cover, ad hold on.
2) If inside, school staff must instruct students to drop under their desks and cover their heads with their arms and hands, while holding onto the desk. For those students and staff who are physically unable to drop into a protected position under a table or desk, they should remain seated or, if possible, move to an interior wall way from windows and heavy objects, and cover their heads and arms.

Shelter-in-Place
Description of Action
1) If an emergency occurs that requires occupants to lockdown, the Incident Commander (Principal or designee) at each site must make an announcement to lockdown inside a building.
2) If outside, students should proceed to their classrooms if it is safe to do so. If it is not safe, staff must direct students to nearby structures or school buildings.
3. Once inside, occupants should close and lock all doors. If a door cannot be locked, barricade the door with furniture. Turn off all windows and doors and should take cover behind heavy objects (e.g. tables, filing cabinets). Occupants should remain silent.
4. School staff and students must remain in the classroom or secured area until further instructions are given by the Incident Commander (Principal or designee) or law enforcement.
5.All campus entrances and exits must be locked and no visitors other than appropriate law enforcement or emergency personnel are allowed on campus.
6. If safe to do so, the Incident Commander (Principal or designee) should communicate to the County Office of Education that the site is on Lockdown.

Alternative Response to a Violent Intruder-While lockdown is the primary response to the threat of violent intruder; in some circumstances, an alternate response may increase chance of survival.
1) Relocation-Flee the attacker.
This response is most appropriate if: a. The location of the attacker is known; b. A clear pathway exists in a safe location away from the attacker and; c. There are times and the ability to evacuate both yourself and the students under your care.

2) Self Defense- Mount an assault against the attacker so as to subdue the person until law enforcement can arrive. This response should only be taken as a response of last resort and the event the attacker has penetrated an occupied room. If this tactic is chosen, the appropriate (strong and able to do so) occupants should mount an attack using suitable objects such as fire extinguishers, laptops, and chairs as weapons.

Shelter in Place-Community Disturbance-This action is taken to protect occupants when a violent or potentially violent action arises in the vicinity of the campus. A shelter-in-Place Community Disturbance may be initiated by the Principal or designee as necessary or as directed by law enforcement. Initially, a shelter-in-place may start as a full-scale lockdown, then be scaled back to become a shelter-in place-community disturbance.
Description of Action
1) The Incident Commander (Principal or designee) must make an announcement to announce that Shelter-in Place-Community Disturbance is in effect and that occupants should take shelter inside a building.
2) The site should be closed to all incoming and outgoing traffic. Exterior doors and gates should be locked and signs placed informing visitors that the site is in a state of lockdown. Visitors should be directed to leave the premises and seek refuge.
3) Students, staff, and visitors should remain indoors with intra-building (within the building you are currently located) trips reserved to meet essential personal, medical, and/pr security needs.
4) Staff should be on standby to implement a full lockdown if required by the incident commander (Principal or designee) or law

enforcement.

Shelter in place-Environmental Incident-This action in order to place and/or keep students indoors in the event that airborne contaminants are found in the outside air. Shelter in place-environmental incidence is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutting down of the classroom and/or building heating, ventilation, and air-conditioning (HVAC) systems. During shelter-in-place, every precaution should be take to avoid exposure to the outside air.
Description of Acton
1) If an emergency occurs that requires students and staff to shelter-in-place-environmental incident, the incident commander (principal or designee) at each site will make an announcement to take shelter inside a building.
2) If inside, school staff should keep students in the classroom until further instructions are given.
3) If outside, students must proceed to their classroom if it is safe to do so. School staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to the outside air. Anyone exhibiting symptoms should be provided first aid treatment.
4) School staff are responsible for securing individual classrooms and for completing the following procedures as needed: shut down the classroom/building HVAC system; turn off local fans in the area' close and lock doors and windows; and if necessary, seal gaps under doors and windows with wet towels or duct tape' seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Evacuation-On Site- This action is taken after the decision is made that it is unsafe to remain in the building.
Description of Action
1) In the event of a fire within a building, the staff member who discovers the fire should initiate a fire alarm.
2) School staff must instruct occupants to evacuate the building, in accordance with the school site evacuation plan and using designated routes and assemble in their assigned assembly area.
3) School staff must take their student rosters when leaving the building and take attendance once the class is assembled in a safe location. Similarly, the incident commander (principal or designee) should make a proper accounting of all staff once the evacuation is complete.
4) Once assemble, school staff and students will stay in place until further instructions are given.

Evacuation-Off Site relocation-This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required.
Description of Action
1) If an off-campus evacuation is necessary, the incident commander (Principal or designee) will make an announcement.
2) The District's Emergency Operation Center (Principal/Superintendent), in collaboration with the incident commander (principal or designee) will determine the safest method for evacuating the campus. The Superintendent or designee is responsible for identifying appropriate evacuation.
3) School staff shall secure student rosters when leaving the classroom and take attendance once the class is assembled in a predesignated safe location.
4) Once assembled off-campus, school staff and students will stay in place until clearance is received to return to their school or parent-child reunification is complete.

Student Release-This action is taken after a decision to release students has been made. The following procedures shall be followed in releasing pupils in the event of an emergency or disaster.
Description of Action
1) The Principal or designee shall receive authorization from Superintendent or designee before releasing pupils.
2) Individual pupils shall not leave a school site without receiving permission from the incident commander (principal or designee)
3) Staff shall release pupils only to persons authorized on the pupil emergency card.
4) In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual pupils shall be released, upon presentation of identification, to parents/guardian's, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the pupil.
5) The principal or designee shall record the release of all pupils

All Clear-This action is taken to notify school staff that normal school operations can resume.
Description of Action
1) The incident Commander (principal or designee) will make an announcement.

2) This action signifies the emergency is over.
3) If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Step Four: Communicate the Appropriate Response Action

This CSSP is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted in accordance with Education Code requirements in order to acquaint both students and staff with the school's emergency procedures. There is always the possibility that an emergency or disaster may occur when classes are not in session or when our school is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.
A disaster container with some emergency supplies and equipment are located on campus and documented in this plan. Contents will be inventoried and replenished as necessary. Emergency food and water are also maintained at the school.
The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasizes their physical psychological well being. Staff members need to review their evacuation routes and assembly area locations in preparation for an emergency. All substitute staff should be provided with a copy of the school's emergency procedures, a description of the role they would plan in an emergency. Parents will be informed of the Emergency Plan and a copy of the Plan will remain in the administrative office. A copy of this Plan is submitted to the San Benito County Office of Education each year. The Board of Education will review and adopt this plan by January 1, annually.

Emergency Planning for Students with Special Needs-The director of Special Education or designee is responsible for developing an emergency plan that ensures all staff is aware of students with special conditions and the care and treatment to be provided to those students in an emergency. The Director of Special Education/designee must ensure that an emergency plan is developed for each student with special needs if the school standardized emergency management plan needs to be modified to meet the student's needs. A form to document the needs of special education students is contained in this plan. Site administrators shall ensure that unassigned staff report to self-contained special education programs to assist staff with the emergency evacuation. One staff member may be responsible for more than one special needs student, if necessary.
Categories of Students with Special Needs/Health Conditions--Student that have seizures, diabetes, asthma, or other breathing difficulties, severe allergic reactions, or technology-dependent or medically fragile conditions have special emergency concerns that may include the need for maintaining a current supply of medication at the school for emergency purposes.

Physical Abilities-Students with physical impairments may require special assistance during an emergency. This includes but is not limited to students in wheelchairs, students that are temporarily on crutches or that temporarily have walking casts, and students that may otherwise have problems walking or getting up and downstairs. The teachers of these students should ensure that a buddy is pre-assigned to these students and that this information is provided to the principal or other individual designated as the incident commander.

Communication Challenges-Students with sensory challenges have special needs in an emergency. This includes students with vision impairment, hearing impairment, processing disorders, limited English language abilities, behavior or developmental disorders, or emotional or mental health issues. The Principal/Superintendent in coordination with the Director of Educational Services (@COE) is responsible for developing an emergency communication plan.

Types of Emergencies & Specific Procedures

Aircraft Crash

FALLEN AIRCRAFT
DROP-COVER-HOLD

1) DROP to the floor
2) Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture, or hanging objects.
3) HOLD onto the furniture and HOLD your position until it is safe to move
4) EVACUATE THE BUILDING when it is safe. Do not run.
5) ASSEMBLE without delay in your evacuation assembly area.
6) Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher)
7) Report for duty if you are a member of an emergency team
8) WAIT FOR INSTRUCTIONS from the site/school administrator
9) DO NOT return to the building until it has been declared safe
10) DO NOT light matches, candles or other fires.

Animal Disturbance

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

PRINCIPAL/TEACHER/SITE ADMINISTRATOR ACTIONS:
Isolate the students from the animal. Close doors and block with tables as a means to isolating the animals
If the animal is outside, keep students inside and institute Secure Campus
If the animal ins inside, initiate and EVACUATION outside to a protected area away from the animal
Contact Hollister Animal Control or Sheriff's office for assistance in removing the animal
If the animal injures anyone, seek medical assistance
Notify parent/guardian and recommended health advisor

Armed Assault on Campus

ACTIVE SHOOTER/ ARMED ASSAILANT SITUATIONS
"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." Active shooters/armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.) These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter/armed assailant situation before law enforcement personnel arrive on the scene.
NO single response fits all active shooter/armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS- ALL SCHOOL STAFF
1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter/armed assailant situation is occurring or is about to occur. a. Act immediately if you or your students:
* hear a sound that might be gunfire
* see something that looks like a weapon being carried or used on or near the campus
* sense any other indication or active shooter/armed assailant threat
b.Quickly evaluate which option (run, hide, or fight) will best protect you and your students.
c. Be decisive. Communicate your plan to your students and act quickly.
d. Call 911 and the County Office as soon as it is safe to do so.

2. Options: Run, Hide, or Fight a. Run: If you can get yourself and your students safely away from danger, do so immediately.

Do not evacuate unless you know with certainty the exact location of assailant (do not trust unofficial, second hand accounts), and can visualize a route that will get your students and yourself safely off campus.
Don't carry anything with you. Police may mistake an item in your hands as a weapon. Leave everything behind.

If you encounter people along the way....
Adults: Warn them and take them with you if you can but don't stop if they refuse to come
Students: Warn any students you encounter and take them with you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

Place terrain and buildings between you and the assailant to cover your escape
Keep going until you are certain you are out of danger
Call 911 as soon as it is safe to do so

Keep your students with you. Call 911 to report your location and obtain instructions.
b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

*Lock the doors
*Close and lock windows and close blinds or cover windows;
*Turn off lights;
*Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
*Silence all electronic devices
*Remain silent;
*Position occupants spread out and out of line of site from room entrance
*Prepare to take action if the assailant attempts to get in the room
*Use text or email to communicate your location, the number of students or staff with you, if you have any wounded, and the extend of the injuries
*Call 911 as soon as it is safe to do so
*Remain in place until evacuated by identifiable law enforcement officers.

c. Fight: Never seek out confrontation with an active shooter/armed assailant. If you are confronted by an active shooter/armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

If you are in LOCKDOWN (hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
*Construct a strong barricade
*If you have another way out (a window or back door), use it while the assailant is attempting to get in.
*If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
*Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.) Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3.l Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both call simultaneously if possible. a. provide as much information as possible (slow down-be calm):

State the Emergency: "I hear gunfire." "I saw..."

Give information on people who are wounded

Location of the assailant (if known)

Description of the assailant (if known)

Your precise location

The number of children with you

b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

4. Special Topics
a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide, or Fight) you are engaged in.

Run-if you encounter injured persons while you are trying to get out of danger and you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

Hide- If someone is injured where you are hiding, secure the room before tending to the wounded. As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

Fight-This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

Immediately raise your hands in the air and display your open palms

Don't run up to officers or attempt to hug or talk to them

Don't talk unless they ask you a question

Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care with securing it.

Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing communication: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident. PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Follow the All Staff guidance described above

Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if possible.

Include as much actual information on the announcement as possible. Example: "LOCKDOWN LOCKDOWN LOCKDOWN. Man with a gun on campus. LOCKDOWN now."

If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information that they can use to better evaluate their options. Example: "The gunman is now in the D wing headed south. He is

armed with a shotgun and is wearing a hooded jacket and blue jeans."

Notify the COE after you call 911

If possible, assist emergency personnel. Assist police in entering the school; provide officers with keys, maps, and any other information requested.
DISTRICT STAFF ACTIONS: Because Willow Grove School is a single district with less than 8 employees, district staff actions will be carried out/supported by San Benito County Office of Education.

Emergency Operations Center (EOC)
Activate the district's Emergency Operations Center
Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

Offsite Reunification.(Paicines Ranch or Bolado Park are possibilities)
The Operations Center should prepare an off-site evacuation site for reunification. This should be a location large enough to accommodate the evacuation, with parking available for parents coming to get their children.
Once the assailant is neutralized, emergency responders will begin working to treat and evacuate the wounded.
School staff and students will remain in lockdown until evacuated on a room by room basis.
Buses should be placed on standby for evacuation
Teams and materials should be mobilized to conduct an orderly reunification in which all student sand staff are accounted for.

Crisis Intervention

A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff, and parents during reunification.

This team will also provide ongoing support throughout the recovery phase of the emergency response.

Psycho-educational materials should also be developed/selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.

Mental Health staff should also be involved in plans related to reopening the school following and active shooter/armed assailant event.

Biological or Chemical Release

BIOLOGICAL
Biological agents are bacteria and toxins that can cause disease in people.
Depending on the biological event, you may need to be immunized, evacuated, or "sheltered in place".
Listen to the radio, check news and county websites, and wait for authorities to provide further instructions.

If you become aware of a suspicious substance, follow these steps:
1. Get away from the substance
2. Protect yourself by covering your mouth and nose with layers of fabric or paper towels that will filter air but still allow breathing.
3. Wash your body with soap and water
4. Contact authorities
5. Listen to radio/check online for news and information
6. If you become sick, get medical attention.

If you are exposed to a biological agent:
1. Get away from the substance
2. Remove clothes and put in a sealed plastic bag
3. Wash skin with a solution of 9 parts water to 1 part bleach. Do not use bleach solution on open wounds.
4. SEEK MEDICAL ATTENTION

CHEMICAL ATTACK
A chemical attack is the deliberate release of a toxic gas, liquid or solid, into the environment.
Signs of a chemical attack:
Watery eyes
Twitching
Problems breathing
Choking
Losing coordination
Many sick or dead birds, fish, or small animals are cause for suspicion

If you see signs of a chemical attack, follow these steps.
1. Quickly get away from the contaminated area.
2. If the chemical is inside the building, exit the building without passing through the contaminated area.
3. If you can't get out of the building, find clean air without passing through the contaminated area.
4. Move as far away as possible from the contaminated area and shelter in place.
5. If you are outside, go to the closest place where you can get clean air.

USING A FACE MASK FOR PROTECTION DURING A CHEMICAL ATTACK
A face mask or barrier can help protect from air contaminants. Here are a few ideas for creating a face mask or barrier.

Improvise with available materials and create a barrier to protect eyes, nose, mouth, and cuts in the skin.
Use fabric that fits snugly over nose and mouth-achieve best fit possible for children.
Include face masks in disaster planning kit.

If you are exposed to a chemical agent, you will be given orders by the local authorities to evacuate or shelter-in-place.
If exposed, here are the steps for decontamination:
1. Remove clothing and place in a plastic bag
2. Remove clothing and place in sealed plastic bag
3. Seek medical attention

CHEMICAL ACCIDENT -Indoor Chemical spills may result from tank truck or railroad car accidents. In rare cases, they may originate inside the building.
If you discover a chemical spill, call 911, inform the site/school administrator, and follow these steps:
1. Evacuate the building. Avoid the area where the chemical spill occurred.
2. DO NOT light matches, candles, or other fires.
3. Assemble without delay in your evacuation assembly area.
4. Report all absences to the designated emergency roll person
5. Report for duty if you are a member of an emergency team

CHEMICAL ACCIDENT - Outdoor SHELTER-IN-PLACE The term "shelter-in-place" means remaining inside your site/school building and protecting yourself there from a hazardous outside environment.
Staff and students should continue their regular activities if possible.
There are a number of reasons authorities might direct you to shelter-in-place; such as: radio active materials, chemical or biological emergencies, local police activity, a fire in the area, and/or smoke in the air.

STEPS FOR SHELTER-IN-PLACE STAY CALM
1. Go inside the building and bring students indoors immediately.
2. You can provide a minimal amount of protection to your breathing by covering your mouth and nose with a damp cloth.
3. Close and lock all windows and outside doors.
4.Turn off all fans, heating, and air conditioning systems.
5. Gather your disaster supplies and battery-powered radio.
6. Go to an interior room, ideally without windows.
7. Use duct tape (wet towels if you don't have duct tape) to seal doors, exhaust fans, vents, and windows.
8. Wait for instruction from your site/school administrator.

Bomb Threat/ Threat Of violence

BOMB THREAT
There is information in this section that is not being made available to the public at this time. Please contact your site administrator if you have questions.

Bus Disaster

Turn off power, ignition and headlights. Use safety lights, as appropriate.
Evaluate the need for evacuation.
Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:
Call 911, if warranted.
Notify principal.
Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
Move all uninjured students to a safe distance from the accident.
Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Notify law enforcement.
Notify parents/guardians of all students on the bus as soon as accurate information is available.
Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
Notify school community about the incident and status of injured students and/or staff.
Prepare news release for media, if appropriate.

Cardiac Arrest

Disorderly Conduct

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Keep the individual under continuous adult supervision.
Keep the individual on campus until parent/guardian has been notified.
Arrange appropriate support services for necessary care of individual.
If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:

Provide parents/guardian with the names and phone numbers of mental health resources
Recommend that the parents make an immediate contact with a therapist.
Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support for the student and parents (as indicated) within the school
Develop a safety plan prior to the student's return to school.
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:
Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify principal/site administrator.
Notify school nurse, school psychologist, counselor or social worker.
Protect individual from injury.

Earthquake

EARTHQUAKE
Earthquakes occur without warning. The initial tremor is usually the most severe, however aftershocks may also be severe.

INSIDE BUILDING
1. Drop - Cover - Hold
a. DROP to the floor.
b. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.
c. HOLD onto the furniture and HOLD your position until it is safe to move.
2. EVACUATE THE BUILDING after the tremor stops. Do not run.
3. ASSEMBLE without delay in your evacuation assembly area.
4. Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher).
5. Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
7. DO NOT return to the building before it has been declared safe. Don't light matches, candles or other fires.

OUTSIDE BUILDING
1. MOVE away from buildings, trees and other hazards.
2. DROP to the ground.
3. COVER your head and neck with your arms.
4. HOLD your position until earthquake is over.

IN A VEHICLE
Follow steps 5-7 from "Inside Building" instructions.
1. PULL OFF to the side of the road away from buildings, overpasses and power lines.
2. SET THE BRAKES AND TURN OFF IGNITION.
3. WAIT until quake is over. Do not leave the car unless unsafe conditions warrant. Never leave car if power lines are down nearby or have fallen over the vehicle.
4. CHECK the road and surrounding terrain for safe conditions.
5. PROCEED when conditions are safe.

Explosion or Risk Of Explosion

DROP - COVER - HOLD
1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.

3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING when it is safe. Do not run.
5. ASSEMBLE without delay in your evacuation assembly area.
6. Report all absences to the designated emergency roll person (i.e., secretary, teacher).
7. Report for duty if you are a member of an emergency team.
8. WAIT FOR INSTRUCTIONS from the Site/School Administrator.

DO NOT return to the building before it has been declared safe.

Don't light matches, candles or other fires.

Threat of Explosion
1. Do not light matches, candles or other fires.
2. EVACUATE THE BUILDING.
3. ASSEMBLE without delay in your evacuation assembly area.
4. Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher).
5. Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the Site/School Administrator.
7. DO NOT return to the building before it has been declared safe.

Fire in Surrounding Area

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
* Determine if EVACUATION of school site is necessary.
* Contact local fire department (call 911) to determine the correct action for your school site.
* If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION.
* Direct inspection of premises to assure that all students and personnel have left the building.
* Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
* Monitor radio station for information.
* Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
* If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
* Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
* Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
* Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
* Sound the fire alarm to implement EVACUATION of the building.
* Immediately EVACUATE the school using the primary or alternate fire routes.
* Notify the Fire Department (call 911).
* Direct search and rescue team to be sure all students and personnel have left the building.
* Ensure that access roads are kept open for emergency vehicles.
* Notify County Office of Education of situation.
* Notify appropriate utility company of suspected breaks in utility lines or pipes.
* If needed, notify bus dispatch for OFF-SITE EVACUATION.
* Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:
* EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student information.
Maintain control of the students a safe distance from the fire and firefighting equipment.
Take attendance. Report missing students to the Principal/designee and emergency response personnel.
Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School
PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
* Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
* Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding

FLOOD Flood warnings may be received by telephone, radio, or from emergency services officials.
WAIT FOR INSTRUCTIONS from the Site/School Administrator.
Possible emergency responses include:

EVACUATE students/staff to higher ground.

RELEASE students/staff to go home if appropriate.

TAKE MEASURES to minimize hazards to students/ employees.

TAKE MEASURES to protect the building and material resources from damage.

Loss or Failure Of Utilities

UTILITIES FAILURE or PLANNED POWER SHUT OFF
For utility failures caused by gas leaks, ventilation, elevator failure, plumbing/ flooding, and electrical failure immediately NOTIFY the site/school Administrator to supply any known details.

Safety Procedures

If you smell gas or burning odors, evacuate the area immediately and take roll.
If students are in danger by rising water caused by faulty plumbing, water main break, or severe weather, immediately move the students to a dry area or higher ground and take roll.

Remain calm and follow directions by Principal per Superintendent.
The Maintenance Department will notify District and site administrators regarding the scope and expected length of the utility failure.

THE SUPERINTENDENT is the only one who will determine whether the school will close or authorize an early release.

If evacuation is necessary, DO NOT re-enter area/building unless you are told it is safe.
If personal safety allows, custodians may shut off electrical equipment, gas, and/or water as needed and so directed by Site/School Administrator.

IF YOU OR ANOTHER PERSON ARE STUCK IN AN ELEVATOR

If YOU are stuck in the elevator, call for help by using the elevator intercom, telephone, alarm or personal cell phone. Describe the problem. Remain calm until help arrives.
The emergency button in the elevator (may be marked by help, emergency, fireman's helmet, or other such word or picture), when pressed, will connect you to the elevator company.
School/site staff should clear the area and not allow people to congregate around the elevator.

The Site/School Administrator or designee should stay by the elevator and talk to the person trapped to assess whether the person is injured, panicked or in need
of medical care. If they need medical assistance call 911.
Remain by the elevator until help arrives.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
* Notify police and fire department (call 911).
* Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION which may include the use of buses or alternate transportation.
* Arrange for first aid treatment and removal of injured occupants from building.
* Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
* Ensure that students and staff remain at a safe distance from the crash.
* Account for all building occupants and determine extent of injuries.
* Notify Superintendent.

STAFF ACTIONS:
* Notify Principal.
* Move students away from immediate vicinity of the crash.
* EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name tags and emergency backpack.
* Check school site to assure that all students have evacuated.
* Take attendance at the assembly area.
* Report missing students to the principal /designee and emergency response personnel.
* Maintain control of the students a safe distance from the crash site.
* Care for the injured, if any.
* Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Pandemic

Psychological Trauma

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community.
There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
* Call ambulance in event of overdose or injury requiring medical attention.
* Call 911 if immediate threat exists to the safety of the student or others.
* Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
* Cancel all outside activities.
* Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
* If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
* Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:
* Inform the Principal of what was written, drawn, spoken and/or threatened.
* Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
* Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
* Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
* Call 911.
* Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
* Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
* Provide list of potentially affected students and staff to responding authorities.
* Provide staff with information on possible poisonous materials in the building.
* Notify District Superintendent of situation and number of students and staff affected.
* Confer with Department of Health and Human Services before the resumption of normal school activities.
* Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:
* Notify principal/site administrator.
* Call the Poison Center Hotline 1-800-222-1222.
* Administer first aid as directed by poison information center.
* Seek additional medical attention as needed.

PREVENTATIVE MEASURES:
* Keep poisonous materials in a locked and secure location.
* Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.

* Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

When an advance notice of a planned protest is given, inform the staff of the planned demonstration.
An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
* Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
* Contact local police department for the school's jurisdiction and advise them of the situation.
* Notify staff of the planned demonstration.
* Develop an information letter to parents.
* Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
* Designate a staff member to handle incoming calls during the demonstration.
* Establish areas where demonstrators can set up without affecting the operation of the school
* Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:
* Do not allow students to be interviewed by the media or join in the demonstration

Emergency Evacuation Map