

Comprehensive School Safety Plan



2025-26 School Year

School: Salinas High School
CDS Code: 27-66159 2734556
District: Salinas Union High School District
Address: 726 South Main Street
Salinas, CA 93901
Date of Adoption: 2025-2026
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Date of Review:
- with Staff 1-16-25
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Hugo Mariscal	Principal		1-12-25

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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 Salinas High School.

Safety Plan Vision

At Salinas High School, safety is the foundation of student success. We are committed to a campus culture where physical security, educational equity, and social-emotional wellness are inextricably linked. By integrating fair and equitable safety measures with robust wellness interventions, we ensure every "Cowboy" is protected, supported, and empowered to grow. Through dedicated

personnel, advanced technology, and valuable community partnerships, Salinas High School maintains a secure, supportive, and well-prepared environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Salinas High School Safety Committee

Angela Perez - Assistant Principal
Evadne Arias - Health Tech
Miguel Moreno - Probation Officer
Alfonso Castro - Safety Security Lead Officer
Norma Resendiz - Safety Security Officer
Margarita Juarez - Safety Security Officer
Taylor Torres - Safety Security Officer
Anna FarFan Cornejo - Community Liason
Karina Hernandez - Intervention Specialist
Julia Barragan - Intervention Specialist
Alonda Aguayo - Attendance Clerk
Angelica Martinez - Restorative Justice
Rachel Alfaro - Restorative Justice
Joey Bledsaw - Special Ed Teacher
Cecilia Rotharmel - Para Aide
Sonia Vallejo- EL Para Aide
Sybella Perez - Student
Sophia Maravilla - Student
Toni Acab - Student
Michael & Patty Kimball - Parent
Sara Young - Parent
Irene Vargas - Parent

Assessment of School Safety

Assessment of the Current Status of School Crime according to CDE

2024-2025 Data
3 Expulsions
2 Violent Injury
1 Violent Incident (No Injury)
105 Suspensions Suspension
38 Violent Injury
29 Violent Incident (No Injury)
3 Weapons Possession
31 Illicit Drug Related (includes Alcohol)
2 Defiance Only
2 other reasons

The committee identified a rise in the Chronic Absenteeism Rate to 12.4% (305 students). This 2.5% increase from the previous year correlates with the slight uptick in drug-related incidents (from 26 to 31). Data suggests that students who are disengaged from the classroom are at a higher risk for involvement in campus. Major Incidents are Down: We have seen a huge drop in the most serious problems. Expulsions fell from 14 cases down to only 3. This shows that our efforts to calm situations down before they get out of control are working.

Too Many Students Missing School: About 1 out of every 8 students (305 total) is missing too much school. Our "Chronic Absenteeism" rate has risen to 12.4%, which is a major concern.

Link Between Absence and Drug Use: We noticed that when students are not in class, they are more likely to get into trouble with drugs or alcohol. As attendance dropped this year, drug-related incidents went up slightly (from 26 to 31).

Fights Still a Concern: While minor arguments are decreasing, the number of fights that cause actual injury has stayed the same (about 40 per year). We need to keep focusing on teaching students how to resolve conflicts without using their hands.

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

Goal 1: Improve School Climate through Multi-Disciplinary Partnerships

Focus: Address the 12.4% Chronic Absenteeism rate and 31 drug-related incidents by strengthening student-staff relationships.

Roles & Responsibilities of Safety and Support Personnel: Our model transforms School Safety Officers (SSOs) from traditional enforcers into "trusted adults" who work in direct partnership with our Wellness Team, School Counselors, and Community Intervention Professionals (e.g., Girasol, RAICES, and Joe Noble). This multi-disciplinary team provides a tiered system of support ranging from academic assistance (Cowboy Catch Up) to clinical interventions and psychotherapy.

Contribution to School Safety: By shifting to a mentorship-based security model, we increase the likelihood of students reporting concerns and reduce conflict through bias-aware, preventative discipline. This collaborative approach ensures that student needs (like those leading to absenteeism or substance use) are addressed before they escalate into safety threats.

Training and Proactive Education (The "First 14 Days" Initiative): Within the first two weeks of the school year, all students receive comprehensive safety presentations covering the Student Handbook, the "Cowboy Way" behavioral expectations, and the "Big 5" Emergency Plan. These presentations introduce students to the Wellness Center resources and the various intervention pathways available to them.

Contribution to School Safety: This ensures a baseline of "safety literacy" for the entire campus. By standardizing expectations immediately, the school creates a well-prepared environment where students and staff can act decisively and calmly during an incident.

Goal 2: Reduce Physical Violence through Restorative Practices

Focus: Address the plateau of 40 "Violent Injury" incidents by replacing exclusionary discipline with conflict resolution.

Site Discipline, PBIS, and Restorative Practices: Salinas High utilizes Positive Behavioral Interventions and Supports (PBIS) alongside restorative practices such as community-building circles, problem-solving circles, and specialized behavioral programs (7 Challenges, CHS Anger Management). These are supported by Student Success Teams (SST) and individual/group counseling meetings.

Contribution to School Safety: These strategies minimize the reliance on suspension and instead focus on repairing harm and addressing the root causes of behavior. This fosters a stronger sense of belonging and community, which is statistically linked to lower rates of campus violence and improved school climate.

Mental Health Protocols for Witnessed Violence: Our school counselors and wellness professionals provide immediate support for pupils who have witnessed a violent act, on or off campus. By prioritizing trauma-informed care and intervention services, we reduce the chance of retaliatory violence or long-term trauma affecting the student's safety and attendance.

Adult Supervision and Environmental Design: SSOs and administration utilize "natural surveillance" by positioning themselves in high-traffic areas during passing periods. This increased adult presence discourages physical altercations and provides students with immediate access to help.

Goal 3: Enhance Emergency Readiness and Hazard Mitigation

Focus: Maintain the low "Weapons Possession" rate and protect the campus from external hazards.

Emergency Drills and The "Big 5" Plan: The school utilizes the Big 5 Emergency Plan as the standardized framework for all emergency drills, including Shelter in Place, Drop-Cover-Hold On, Secure Campus, Lockdown/Barricade, and Evacuation. These drills are conducted in coordination with Police Officers and School Resource Officers (SROs) to ensure seamless communication with local law enforcement.

Contribution to School Safety: Frequent, clear communication regarding emergency protocols ensures that students and staff are mentally and physically prepared for a variety of hazards. This proactive training mitigates risk and ensures that response times are minimized during an actual emergency.

Anonymous Tip Options: To maintain the downward trend in weapons possession (currently only 3 incidents), students are encouraged to use anonymous reporting tools to flag suspicious behavior or mental health crises. This empowers students to act as partners in campus security, ensuring that safety is a shared responsibility.

Volunteer and Visitor Management: All campus visitors must use a formal check-in system to verify their identity. This ensures that only authorized adults are on campus, protecting the 2,450 enrolled students from external threats or unauthorized contact.

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

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166).

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing a suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Department of Social Services
Child Protective Services
1352 Natividad Street
Salinas, Ca 93906
(831) 755-4661 or 1 (800) 606-6618

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send a fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed Department of Justice (DOJ) form(BCIA8572). (Penal Code 11166, 11168)

To send a suspected child abuse report, use one of the following options:

Attach the report in an email and send it to ReportChildAbuse@co.monterey.ca.us
Fax report to (831) 796-8529

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the

Superintendent or designee shall provide training on mandated reporting requirements to District employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

chrome-extension://efaidnbmnribpcajpcglclefindmkaj/https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?

As mandated reporters, it is each staff member's responsibility to complete the reporting process if abuse is suspected. Administration will assist with the process, but the staff member has the legal responsibility to ensure that the process is completed. CPS forms are available in the main office. Phone contact can be established by calling 755-4475. Reporting must be made within 24 hours of the observation of suspected abuse.

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

Disaster Plan

SHELTER IN PLACE is implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other environmental hazards. The procedures may necessitate closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Wildlife on or near campus posing a danger
- High winds or severe weather

DROP, COVER, AND HOLD ON is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a school is in SECURE CAMPUS status, classroom instruction and/or activity should continue and all students and staff remain inside through the duration of the event, except for essential needs. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds.

During a Secure Campus, the Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following:

- Bathroom/Toileting
- Medical Attention/Response
- Mental Health/Wellness Needs/Response

SECURE CAMPUS is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community
- Anonymous targeted threat to campus

A SECURE CAMPUS response may be elevated to LOCKDOWN / BARRICADE as circumstances demand, in which case instruction immediately ceases and students and staff follow LOCKDOWN / BARRICADE procedures.

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by law enforcement. During LOCKDOWN / BARRICADE, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until the room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence on the classroom

During a LOCKDOWN / BARRICADE, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

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

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER, and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

The school site is ready to assist with all Emergency Operations by Monterey County at our school facility. The site administrator will work with the Director of Facilities and the Assistant Superintendent for Student Services and Emergency Operations staff to coordinate the use of the school facility for Emergencies.

EMERGENCIES AND DISASTER PREPAREDNESS PLAN - BP 3516
EMERGENCIES AND DISASTER PREPAREDNESS PLAN - AR 3516

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

California Education Code Violations (EC48900) A student can be suspended and/or recommended for expulsion if found to have committed any of the following acts as defined in Education Code 48900:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion

- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
 - Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and nicotine vapes.
 - Committed an obscene act or engaged in habitual profanity or vulgarity.
 - Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia.
 - Knowingly received stolen school property or private property.
 - Possessed an imitation firearm.
 - Committed or attempted to commit a sexual assault.
 - Harassed, threatened, or intimidated a pupil witness.
 - Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
 - Engaged in or attempted to engage in hazing
 - Engaged in an act of bullying, including by means of an electronic act directed toward a pupil or school personnel.
 - Aids or abets the infliction of physical injury to another person.
 - Committed sexual harassment.
 - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
 - Engaged in harassment, threats, or intimidation directed against school district personnel or pupils, creating an intimidating or hostile educational environment.
 - Made terroristic threats against school officials or school property or both.

Possible Expulsions Under California Education Code 48900, a school Principal may recommend expulsion for the following offenses for the following violations but not limited to:

- Causing serious physical injury to another, except in self-defense.
 - Causing, attempting to cause, or threatening to cause physical injury to another person when there are multiple students against one.
 - Willfully using force or violence upon another, except in self-defense
 - Possession of any knife or dangerous object of no reasonable use to the pupil
 - Unlawful possession of any controlled substance
 - Sexual Harassment
- Robbery or extortion
 - Acts of Hate Violence
- Harassment of school personnel
 - Terroristic Threats

Mandatory Expulsions Under California Education Code 48900, a school Principal must recommend expulsion regardless of first-time or repeat offenses for the following:

- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance 24
- Committing sexual battery or committing or attempting to commit sexual assault
- Possession of an explosive

Due Process and Student Rights (EC48911)

- A principal/designee may suspend a student from the school for any of the violations listed in EC48900 for no more than five (5) consecutive school days.
- Prior to suspension, all students will participate in an informal conference to be informed of the reason for disciplinary action and be given the opportunity to present their version and evidence of what happened.
- A Principal/Designee may suspend a student without an informal conference if the student constitutes a clear and present danger to the life, safety, or health of pupils or school personnel. The conferences shall be held within two days unless the pupil waives the right or is physically unable to attend.
- At the time of the suspension, a school employee shall make a reasonable effort to contact the student's

parent/guardian.

- Penalties shall not be imposed on a student for the failure of the student's parent/guardian to attend a conference with school officials.

The following Salinas Union High School District Board Policies address Suspensions and Expulsions:

DISCIPLINE 5144

SUSPENSION AND EXPULSION/DUE PROCESS – BP 5144.1

SUSPENSION AND EXPULSION/DUE PROCESS – AR 5144.1

SUSPENSION AND EXPULSION/DUE PROCESS, STUDENTS WITH DISABILITIES – AR 5144.2

SEARCH AND SEIZURE 5145.12

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

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827, state that teachers must be notified of the reason(s) a student has been suspended. All information regarding suspension and expulsion is CONFIDENTIAL and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the information so that students and others may not view it. Pursuant to Education Code 48267, the Monterey County Probation Department notifies the Multi-Tiered System of Support Department of the Salinas Union High School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the school principal, who is responsible for prompt notification of the student's teachers, consistent with SUHSD Administrative Regulation AR 0450 Philosophy, Goals, Objectives and Comprehensive Plans - Comprehensive Safety Plan - Development and Review of Comprehensive.

The following Salinas Union High School District Board Policies address the Notification of Dangerous Pupils to Teachers:
Comprehensive Safety Plan -BP 0450

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

Bullying, cyber-bullying, harassment, or intimidation in any form is against the law and is prohibited by the Salinas Union High School District. Bullying, cyber-bullying, harassment, or intimidation violates Federal Law, California Education Code, and SUHSD Board Policies: 5131 Conduct; 5131.2 Bullying; 5145.3 NonDiscrimination/Harassment; 5145.7 Sexual Harassment; and 5145.9 Hate Motivated Behavior. District programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. The Board prohibits intimidation or harassment of any student by any employee, student, or other person in the District. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities. Students who bully, cyber-bully, harass, or intimidate others will be subject to disciplinary action, including suspension or expulsion. Staff, students, and parents have a responsibility to report bullying, cyber-bullying, harassment, or intimidation. To report an incident or a complaint, a reporting form may be obtained at the school office, the district office, or downloaded from the district website at www.salinasuhsd.org.

The following Salinas Union High School District Board Policies address discrimination and harassment:

SEXUAL HARASSMENT (Students) -- BP 5145.7

SEXUAL HARASSMENT (Students) -- AR 5145.7

SEXUAL HARASSMENT (Staff) -- AR 4019.11

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

The Salinas Union High School District believes that appropriate dress and appearance contribute to a productive learning environment. Students' clothing must not present a health or safety hazard or a distraction that would interfere with the educational process. Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

The following guidelines shall apply at school and school-sponsored activities:

- Clothing, jewelry, and personal items shall be free of writing, pictures, or any other insignia that is vulgar, lewd, obscene, profane, or sexually suggestive or which promotes the use of alcohol, drugs, tobacco, or other illegal activity.
- Appropriate shoes must be worn at all times.
- Hats, caps, and other head coverings shall not be worn indoors.
- Clothes shall be sufficient to conceal undergarments. See-through tops and bare abdomens are prohibited.

The following Salinas Union High School District Board Policies address Dress code and Appearance:

DRESS AND APPEARANCE – BP 5132
DRESS AND APPEARANCE – AR 5132

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

Visitors to the campus must sign in at the main office to record their arrival/departure times, as well as the purpose of their visit. They are given a visitor sticker/badge to wear while on campus, so that any school personnel can determine that the visitor has checked in at the office.

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

Goal

Improve School Climate through Multi-Disciplinary Partnerships

Component:

Safe and Orderly Environment

Element:

Integrated Student Supports & Chronic Absenteeism

Opportunity for Improvement:

Reduce Chronic Absenteeism (currently 12.4%)

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Strengthening Home-School Relationships	Parent Liaison Outreach: Conduct "Empathy Interviews" with families of chronically absent students to identify needs	Community School Grant funds; Parent Center resources.	Parent Liason, Community School	Number of families connected to external support services.
Multi-Agency Intervention	The Attendance Team and the DA of Attendance will meet to with families Tier 3 cases	Attendance Data; DA/Probation referral protocols.	Attendance Team	Number of Meetings
Wellness & Re-entry Support	check-in for students returning from long-term absence. Use the Wellness Team to provide immediate clinical support for students struggling with social-emotional or medical anxiety.	Wellness Center Resources	Wellness Team	Decrease in "Repeat Absentees" following a Wellness intervention.

Goal

Substance Use Prevention & Intervention

Component:

Safe and Orderly Environment

Element:

Substance Use and Vaping Prevention

Opportunity for Improvement:

Drug-related incidents increased from 26 to 31 over the last year, primarily driven by vaping. As a Community School, we need to move from "catch and suspend" to a "mentorship and wellness" model to address the root causes of substance use and keep students in a supervised, safe environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce Vaping/Drug Incidents	SSO in hallways/restrooms to build relationships and check in with students	Safety Team Training	Assistant Principal	Year-over-year comparison of drug-related incidents
Clinical Diversion: Replace suspension with education and psychotherapy.				

Goal

Component:

Comprehensive School Safety Plan

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Salinas High School Student Conduct Code

Conduct Code Procedures

Salinas High School Procedures

Discipline at Salinas High School is proactive and reactive, initiated through several key channels to ensure campus safety and accountability:

Staff Referrals: Formal submissions via our student information system Synergy regarding classroom

Complaints: Reports filed by students, parents, or community members regarding peer-to-peer conflict or safety concerns.

Direct Observation: Incidents witnessed by staff or administration during active supervision.

Campus Supervisor Alerts: Real-time radio or verbal alerts from our campus security team regarding immediate safety issues or loitering.

2. Administrative Review & Student Meeting

When a student is called to meet with an administrator, the "Whole Child" approach is used. We do not look at the incident in isolation; we review the following data points to determine the root cause and appropriate next steps:

Discipline Record: To identify if the behavior is an isolated incident or a recurring pattern.

Attendance Data: Checking for correlations between truancy and behavioral shifts.

Current Grades: Evaluating if academic frustration is contributing to classroom disruptions.

Comprehensive Student Notes: A collaborative log where Counselors, Administration, and Interventionists contribute notes on previous conversations, home life updates, and past interventions.

3. Progressive Consequences & Interventions

In accordance with California Education Code, consequences are assigned based on the severity and frequency of the infraction. Options include, but are not limited to:

Restorative/Alternative Actions: Lunch detention, campus beautification (giving back to the school environment), and formal parent conferences.

Suspension Options: Class-level suspension (teacher-led), In-School Suspension (ISS), or Out-of-School Suspension (OSS).

Severe Infractions: Suspension pending expulsion and referral to the Behavior Review Committee (BRC).

(K) Hate Crime Reporting Procedures and Policies

All incidents involving a hate crime or bias-motivated act(s) shall be responded to immediately and shall include, at a minimum, the following:

- Each school shall establish an Incident Response Team (IRT) composed of the principal (or designee); a counselor, a school psychologist or social worker, a teacher, and a student who has undergone appropriate training regarding restorative practices.
- When a hate-motivated or bias-motivated incident occurs, staff must notify the principal/designee immediately.
- When a hate crime or a significant bias-motivated incident occurs, the Superintendent or Assistant Superintendent will be immediately notified by the principal or their designee.
- The IRT shall be convened immediately when an incident is reported, will investigate the incident, and determine steps to be taken, including, but not limited to:
 - Interviewing the victim(s) and witness(es) by the principal
 - Counseling for the victim, as appropriate
 - Calling the parents of all students directly involved and meeting with them
 - Documenting the hate-motivated behavior in the Student Information System
 - Notifying law enforcement, as required.
- The principal shall complete and submit a Hate Crime/Bias-Motivated Incident Report, as required.
- The IRT will determine whether or not additional follow-up activities are necessary, i.e., staff and student awareness activities, individual or group counseling, restorative justice sessions, etc.
- The IRT will assist the victim(s), if applicable, and provide references to victim-support counseling, programs, and resources provided by the school and outside agencies.
- The principal, in consultation with the Superintendent and/or the Assistant Superintendent, will determine proper disciplinary action to be taken.
- Disciplinary action taken against any student shall follow board policies and related student/parent handbooks, and pursuant to Ed Code 489000, Grounds for Suspension and Expulsion Board Policy 5144.1.
- Each school site administrator will discuss in-depth the content of this policy and administrative regulation with all employees at the beginning of the school year, at least one time during the school year, and with all new employees at the time of their assignment.
- By the due dates, each school site administrator will certify that employees understand this policy and the procedures outlined.

The following Salinas Union High School District Board Policies address Hate Crime Reporting Procedures:

HATE MOTIVATED BEHAVIOR BP 5145.9

(J) Procedures to Prepare for Active Shooters

To ensure all SUHSD students, staff, and visitors are protected through clear preparation, communication, and response procedures before, during, and after an active shooter incident.

Preparedness and Prevention

- Maintain controlled campus access at all times - all exterior doors locked, main office as the single point of entry.
- Report any threatening behavior, statements, or social media posts immediately to administration or security.
- Ensure every classroom and office door can lock from the inside and that emergency supplies and communication devices are functional.
- Review and practice The Big Five Emergency Protocols (Lockdown/Barricade, Evacuate, Shelter-in-Place, Drop/Cover/Hold On, and Secure Campus).
- Conduct regular drills each semester, coordinated with local law enforcement and district safety personnel.
- Keep emergency contact lists, maps, and communication procedures updated and accessible.
- Participate in annual staff training on recognizing warning signs, emergency notification systems, and lockdown procedures.

-When an Active Shooter Is Suspected or Confirmed

1. Notification

- Immediately announce using plain language: "Active Shooter on Campus – Lockdown Now!"
- Call 9-1-1 and provide:
 - School name and address
 - Exact location and description of suspect
 - Direction of travel and type of weapon (if known)
- Notify the Principal, Site Security Lead, and District Security Coordinator through radio or mass notification system.

2. Staff and Student Response

- Lockdown/Barricade:
 - Lock all doors, turn off lights, move out of sight, and remain silent.
 - Do not open doors for anyone until the "All Clear" is officially announced.
- Evacuate (only if safe):
 - If the threat is distant and a safe route exists, move students quickly to a pre-designated safe location.
- Silence all cell phones and maintain a calm environment.
- Law Enforcement Response:
 - Comply immediately with officer directions.
 - Keep hands visible; avoid running toward officers or sudden movements.

After the Incident

1. Accountability

- Teachers take roll and report any missing, injured, or additional students to the Incident Commander (Principal or designee) or Security Lead.
- Site administration provides updates to District Office and law enforcement.

2. Reunification

- Direct students and staff to the designated reunification site once cleared by law enforcement.
- Release students only to verified parents or guardians as outlined in the District's Reunification Plan.
- Use the district reunification log to track student releases and maintain communication with families.

3. Recovery and Support

- Provide counseling and emotional support for all affected students and staff.
- Conduct a staff debrief within 48–72 hours with district leadership, mental health, and law enforcement partners.
- Document all actions taken for review and improvement of future safety plans.

Roles and Responsibilities

Principal / Incident Commander: Activate emergency response, communicate with District and law enforcement, oversee reunification.

District Security Coordinator: Liaison with law enforcement, coordinate inter-site communication, and manage resource deployment.

Site Security Lead (SSO Lead): Support lockdown, assist first responders, and maintain perimeter security.

Teachers and Staff: Follow The Big Five response protocol, secure students, and maintain accountability.

Support Staff: Assist with student supervision, reunification, and communications as assigned.

Key Reminders

- Follow The Big Five directions from administration without delay.
- Do not open doors until verified "All Clear."
- Remain calm and focused — clear directions save lives.
- Safety over convenience: Property and belongings can be replaced; lives cannot.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Bullying, cyberbullying, harassment, or intimidation in any form is against the law and is prohibited by the Salinas Union High School District. Bullying, cyber-bullying, harassment, or intimidation violates Federal Law, California Education Code, and SUHSD Board Policies: 5131 Conduct; 5131.2 Bullying; 5145.3 Non-Discrimination/Harassment; 5145.7 Sexual Harassment; and 5145.9 Hate-Motivated Behavior. District programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. The Board prohibits intimidation or harassment of any student by any employee, student, or other person in the District. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an education program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance, or otherwise adversely affects the student's educational opportunities. Students who bully, cyber-bully, harass, or intimidate others will be subject to disciplinary action, including suspension or expulsion. Staff, students, and parents have a responsibility to report bullying, cyberbullying, harassment, or intimidation. To report an incident or a complaint, a reporting form may be obtained at the school office, the District office, or downloaded from the District website at www.salinasuhd.org.

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Opioid Prevention and Life-Saving Response Procedures

Salinas High School has adopted a formal Opioid Overdose Protocol as of August 25, 2025. This plan addresses the rise in local drug-related risks by transitioning from passive monitoring to active medical readiness. A key strategy involves building campus-wide capacity through voluntary training sessions—such as the one held on August 25, 2025—where certificated and classified staff learn to administer Naloxone (Narcan) and EpiPens. To ensure a rapid response, Narcan kits are strategically deployed in each classroom within the emergency backpack and carried by Safety Administrator and Probation Officer ensuring that the school is prepared to recognize and reverse life-threatening respiratory depression immediately on campus. *pecific Plan for Meeting the Mandate*

1. Recognition: Staff are trained via professional development to recognize signs of opioid overdose (pinpoint pupils, respiratory depression, blue-tinted lips/fingernails).

2. Immediate Action: * Call 911 immediately.

Notify the Health Office and the Site Administrator.

The School Nurse, SRO, or trained SSO will administer Nasal Naloxone (Narcan). 3. Support: Once stabilized, the student is referred to the Wellness Team and Community Intervention Professionals (RAICES/Girasol) for substance use counseling and recovery support. 4. Documentation: Every administration of Naloxone will be recorded in the student health file and reported to the District Office.

Response Procedures for Dangerous, Violent, or Unlawful Activities

To ensure a clear, coordinated, and timely response when dangerous, violent, or unlawful activities occur on or near school grounds, protecting the safety of all students, staff, and visitors.

Preparedness and Prevention

- Promote a safe and respectful school culture through consistent enforcement of the Student Code of Conduct.
- Train staff annually in The Big Five Emergency Protocols and site-specific crisis response procedures.
- Encourage all students and staff to report suspicious or threatening behavior immediately to an administrator or Safety Security Officer (SSO).
- Maintain clear supervision and visibility in high-traffic areas (hallways, restrooms, parking lots, and lunch areas).
- Ensure video surveillance, access control, and communication systems are operational at all times.
- Coordinate regularly with local law enforcement and the District Security Coordinator for prevention and response planning.

When Dangerous, Violent, or Unlawful Activity Is Occurring

1. Immediate Notification

- Call 9-1-1 if violence, weapons, or a serious threat are present.
- Announce appropriate Big Five response protocol based on the situation (e.g., Lockdown/Barricade, Secure Campus, or Evacuate).
- Notify:
 - Principal or Designee (Incident Commander)
 - District Security Coordinator
 - Superintendent's Office or Designee (for district-level awareness)
- Provide clear details: location, number of individuals involved, nature of the incident, and immediate safety concerns.

2. Staff and Student Response

- If directed to Lockdown/Barricade: Lock doors, move students away from windows, stay quiet, and do not open the door until "All Clear."
- If directed to Secure Campus: Continue normal indoor operations but restrict outside movement. Lock exterior doors and monitor campus perimeters.
- If Evacuation is ordered: Move students calmly along the designated evacuation route to the safe assembly area.
- Maintain calm and control; keep students informed only as appropriate to avoid panic.
- Do not intervene physically unless it is to prevent imminent harm and it is safe to do so.

3. Site Administration and Security Response

- The Principal/Incident Commander activates the site's emergency plan and establishes a command post.
- Site Security and Administration work to isolate the area, protect students, and direct law enforcement upon arrival.
- Collect witness information discreetly while ensuring supervision of all students.
- Communications Lead prepares parent notification in coordination with the District Office using pre-approved messaging templates.

After the Incident

1. Stabilization and Care

- Provide medical or psychological assistance as needed; contact Health Services or School Counselors immediately.
- Remove involved students or individuals from the general population for debrief or police interviews.
- Continue to ensure the safety of uninvolved students until normal operations resume.

2. Communication and Reporting

- The Principal/Incident Commander reports the incident to the District Security Coordinator and Superintendent's Office as soon as practical.
- Document the incident using the district's Incident Report Form and submit it to the District Office within 24 hours.
- Preserve any video or digital evidence for law enforcement and district review.

3. Reunification and Recovery

- If an evacuation or lockdown occurred, implement the District Reunification Plan once the site is cleared by law enforcement.
- Provide counseling and support services for affected students and staff.
- Conduct a post-incident debrief with administration, law enforcement, and district officials within 72 hours.
- Update the school's Site Safety Plan based on lessons learned.
- Roles and Responsibilities
 - Principal / Incident Commander: Initiates response, communicates with district and law enforcement, and manages recovery.

- District Security Coordinator: Coordinates inter-agency response, assists with site control, and ensures proper documentation.
- Assistant Principals / Deans: Support supervision, communication, and staff direction.
- Security Staff (SSOs): Contain and observe the area, assist responders, maintain radio contact, and ensure student safety.
- Teachers and Staff: Follow The Big Five procedures, supervise students, and report accurate information.
- Counseling and Support Staff: Provide crisis intervention, emotional support, and post-incident recovery services.

Key Reminders

- Always prioritize safety — avoid physical engagement unless necessary for immediate protection.
- Use the Big Five protocols as your guide for any escalating or violent situation.
- Document and communicate all incidents through the proper district channels.
- Maintain confidentiality and professionalism at all times when handling sensitive matters.

Instructional Continuity Plan

As we plan for Continuity of Learning, that is equitable, our commitment is to ensure that the SUHSD education system provides equitable and timely services to all students. Meeting the needs of all SUHSD learners, especially those disproportionately impacted by school closures or learning loss, is especially important. An essential component of Continuity of Learning begins with effective two-way communication within 5 days between the school and the home during/after any event that impacts in-person learning. Once the emergency/health/safety event occurs, options for remote/hybrid/independent study will be determined, and a transition plan will be put in place within 10 days. Post recovery will include determining a timeline and options for returning to in-person learning. Regardless of the varying levels of impact and response, equity will remain at the center of our work. **KEY STEPS TO ENSURING EQUITY DURING AN EMERGENCY OR NATURAL DISASTER** -Meet Student Needs First -Prioritize the physical and social-emotional needs of particularly vulnerable students. Ensure safety, belonging, and mental health as a foundation for learning. - Ensure Equitable Access and Adequate Supports -Implement a plan to provide in-person or remote learning or enrollment in the center LEA within ten instructional days. -Achieving equity in remote learning or independent studies is more complex than simply providing equality in access to learning resources and technology. Insufficient support for students may widen disparities instead of narrowing them. -Centralized Communication to ALL Families -Be mindful of the needs of vulnerable student groups, including English learners, students experiencing homelessness, foster youth, economically disadvantaged students, and students with disabilities. -Implement an effective two-way communication procedures plan with students and families within five calendar days. - Develop and Implement a Return to Learning Equity Audit -The impact of sustained learning loss during periods of school closures, combined with disparities in implementation of continuity of learning models, has the potential to exacerbate previously existing gaps in student achievement. Begin by identifying students experiencing learning gaps and developing strategies to mitigate the impact of school closures.

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 June 24, 2025 and adopted by Salinas High School on June 24, 2025 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, Salinas High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

This plan ensures that in the event of an emergency where in-person instruction is not viable, the district can:

- Communicate effectively with families and students within 5 days using two-way communication strategies.
- Maintain instructional continuity through alternate learning modes with instruction resuming within 10 days.
- Support students' social-emotional, mental health, and academic needs and provide resources to families.
- Preserve attendance-based funding through the timely implementation of these procedures and adhering to requirements.

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

Two-Way Communication

All caregivers, regardless of language, literacy level, and socio-economic status, will receive and respond to current district information and updates.

Communication to caregivers

- Virtual training sessions and limited in-person workshops
- Updated web pages -Newsletters
- Automated calls, emails, and texts
- Marquees
- District Wide Messaging
- Social Media Education Technology Training Video (i.e., ParentVue)
- Virtual training sessions

Communication from caregivers to the district/school

- Virtual focus groups and limited in-person sessions
- Surveys -Communicate with the teacher
- Contact a counselor or administrator for questions or additional concerns
- In-person during pick-up times
- Virtual meetings (SSC, ELAC, Migrant)

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.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. The LEA will use the school messaging system (e.g. robocalls, text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication. If these forms of communication are not available, district personnel will meet to discuss the best way to communicate with staff and families.

Support for Unique Needs

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

SUHSD is committed to serving as a conduit and advocate for all students and their families to guarantee educational equity through this pandemic and beyond. In addition to the targeted strategies outlined below for special student populations and subgroups, a plethora of additional supports may be offered and/or developed for students and stakeholders. With a majority of students in the SUHSD experiencing socio-economic hardships, all targets and stages of learning will be designed to address student needs.

Students with Disabilities: Each student's case manager, teachers, and service providers (as appropriate) will collaboratively plan how they will meet the individualized needs of the student in delivering special education and related services remotely. Case managers and service providers will keep a record of ALL family contact, consultation, and services provided to each student they serve.

English Learners: SUHSD is committed to providing teachers with the instructional tools, resources, and professional development needed to meet the instructional needs of EL students. Teachers will use the Gradual Release of Responsibility instructional model and Constructing Meaning strategies in remote learning and/or independent study learning to ensure English Learners receive integrated ELD instruction. SUHSD will ensure equity of access for ELs by establishing daily instructional minutes for designated ELD instruction, providing scaffolds to support English learners with access to content learning in all curricular area and ensuring students have the appropriate tools needed to engage in the curriculum, including access to technology, books, or assignment packets/learning kits. Teachers will analyze English Learner performance data in the Professional Learning Communities to determine appropriate and timely interventions. English Learners will also receive specialized support in their advisory class.

The Educational Services Department, in collaboration with other departments, will support teachers with professional development that will deepen their skills and capacity to deliver effective synchronous and asynchronous learning experiences for our English Learners. Teachers will be supported to create engaging and literacy-rich online classrooms focused on high levels of oral and written production that both support students with the mastery of content standards while also responding to the social-emotional needs.

Foster Youth: Communicate with foster and kinship families to ensure they have adequate access to WIFI and equipment such as Chromebooks or other technology. The District Foster Youth Liaison will assist with providing essential technology needs and school supplies for remote learning and or independent study, as well as monitor participation and engagement. Liaison will collaborate with site staff, county liaison, and social work to ensure we have the most updated student placement information and updated school records.

Community and Family Wellness: Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

Access to Instruction

Timeline for Access to Instruction

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

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

As required, the 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

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

Shared Vision: Teachers and support staff will be supported in building their capacity to engage and develop online content, including strategies such as: flipped classroom, synchronous and asynchronous lessons for students, Universal Design Learning (UDL), and live-lesson streaming. Utilize the flipped classroom model: provide students with learning and exposure to concepts through online video, and follow up in live sessions with the teacher. This will allow the teacher to formatively assess the students' understanding of the topic. Then allow students asynchronous practice opportunities with submission of work to provide additional assessment of understanding. The District will also provide an option for short-term independent study instructional lessons for up to 15 days to provide a continuity of learning option instead of remote learning. There may be an identified specific timeline, such as 10 days to implement an alternative instructional delivery model and related assessment/grading for work completion/grading. Differentiation may be used for assignments and assessing learning progress. Assigned lessons/assignments and related grading will be implemented within a designated timeline.

Social-Emotional Learning (SEL) Embedded Instruction: Identify key remote learning practices and incorporate SEL competencies within the practices. SEL will be part of instruction, and teachers should have weekly SEL check-ins with students. Examples might include weekly PBIS lessons, teacher/staff office hours, and wellness checkins. Additional support staff will follow up with specific students and families, and individualized support plans and services. Sites will establish and publish consistent meeting times for parents to view lessons and resources with links and phone numbers, as listed in the syllabus and/or school websites.

Creativity and Innovation: Establish onsite learning labs and individualized services at school sites that provide learning options for students and families when it is safe to do so.

Curriculum: Students will continue to receive guaranteed, high-quality curricula. Specific attention is paid to essential standards and major convergences of the Common Core State Standards, literacy development, and academic supports for student groups, including English Learners, students with disabilities, homeless/youth in transition, and foster youth.

Grading Practices: There may be a brief “Hold Harmless” grading policy, depending on the ability to respond to an emergency that impacts schools being open and/or students getting to school safely; grades should reflect student mastery of the standards. Letter grades will be issued following established timelines. Grading provides evidence of student mastery of the essential standards as determined by the teacher and the provided guidelines for assignments/assessments. Grading practices may include clear and consistent rubrics/success criteria for essential standards across PLCs, focus on mastery of essential standards and skills, all graded assignments should have a clear purpose towards mastery of the essential standards, and consider physical and cognitive access for special populations.

Remote Instruction

Plans for remote instruction.

As required, Salinas High 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.

- Most students will be engaged in Remote learning and or weekly in-person meetings for independent study.
- Targeted groups may attend school.
- Physical distancing may be required when in school.
- Online daily “live” learning sessions of 30 minutes per class may be required. These sessions will provide student engagement and student interactions. “Recorded” online learning accessed at home will consist of instructional videos, independent practice, and other activities via district-approved online resources.
- Parent/caregivers and students will be able to access weekly schedules via the teachers’ Google Classrooms.
- A weekly schedule will be posted to support students and families on a digital platform such as Google Classroom.
- Teachers review and provide meaningful feedback on student work to adjust instruction and learning goals for students.
- Rubrics may be used to enhance students’ understanding of expectations.
- Protocols for health and safety will be followed as recommended by the CDC and the Office of Emergency Response.

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.

Technology Devices

- 1:1 Chromebook program
- Hotspot based on need -Expanded WiFi coverage on campus

Technology Maintenance and Repair

- Parent/Caregivers can purchase insurance
- School site repair pickup

Technology Support

- 1:1 Hotline support and guidance
- Online videos for tech tools and apps
- Professional development for staff and community on tools and apps

SUHSD uses Google Classroom so all digital resources and classwork are in one place. Students have access to Google Classroom at school and outside of school.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

SUHSD uses Google Classroom so all digital resources and classwork are in one place. Students have access to Google Classroom at school and outside of school. Depending on the school schedule(s), all certificated staff will take attendance both on-site, remotely, and/or through independent study. While students are on-site, teachers will take attendance during every class period. When students are working remotely and/or through independent study, certificated staff will host an “Advisory Period” for student attendance and check-in. New attendance codes have been created to monitor remote, short-term independent study, and long-term independent study. Attendance teams will identify students who have been absent 1.5 days and/or 30% of the instructional week. Online and/or in-person appointments will be made with the student and the parent/caregiver. Appropriate referrals will be made. Team will identify and provide resources to support families in re-engaging in remote learning and/or in-person learning, to include an independent study option. Student in-person checks with the adult on campus to monitor progress.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Salinas High 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:

The School will provide 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: We will use any of the district facilities to direct students for services and work with MCOE and Monterey County Emergency Services to determine structurally sound locations from which to reestablish educational centers to serve students who may be displaced.

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.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure.

Two-Way Communication Protocol

- Platforms:
- Social Media
- Talking Points
- Email and SMS Alerts
- Phone Calls (SchoolMessenger System)
 - District and School Websites

Process:

Initial notification is sent to all families within 24 hours of emergency onset.

Families can respond via the provided contact numbers, emails, or designated communication apps.

Weekly/daily updates on the status of school operations and instructional options.

Translation services are provided for non-English speaking families.

Responsibility:

The Director of Communications, along with site administration and other designees, will manage and monitor two-way communication. Teachers maintain regular communication with students and families via their preferred platforms. All caregivers, regardless of language, literacy level, and socio-economic status, will receive and respond to current district information and updates. -Communication to caregivers -In-person parent workshops -Updated web pages -Newsletters -Automated calls, emails, and texts -Marquees- District Wide Messaging, Social Media, Education, Technology Training Video (i.e., ParentVue) -Virtual training sessions -Communication from caregivers to the district/school -In-person focus groups -Surveys -Communicate with the teacher - Contact a counselor or administrator for questions or additional concerns -In-person during pick-up times

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.

Technology Devices

- 1:1 Chromebook program
- Hotspot based on need
- Expanded WiFi coverage on campus

Technology Maintenance and Repair

- Parent/Caregivers can purchase insurance
- School site repair pickup Technology Support
- 1:1 Hotline support and guidance
- Online videos for tech tools and apps
- Professional development for staff and community on tools and apps

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.

-SUHSD will adhere to CA State guidelines for all State testing.

-Districtwide universal screenings and placements into Tier 2 and 3 programs will continue.

-Creation of protocols to ensure validity and security to obtain the best possible results, while adhering to IEPs, ELs, and 504 accommodations. These protocols will support in-class testing as well as assessment in a non-school/distance setting.

-Teachers may use Synergy/Teacher VUE to assess student learning with appropriate accommodations. Assessments used throughout the learning process will allow teachers, students, and parents to monitor student learning.

-Health and Safety Guidelines will be incorporated as required.

-Physical in-class time will prioritize guided instruction for students and productive group work. Remote learning and/or independent study will consist of instructional videos, independent practice, “live” meeting sessions, and other activities via district-approved online resources.

-Parent/caregivers and students will be able to access weekly schedules via the teachers’ Google Classrooms.

-Site communication teams will work to keep parents/caregivers informed and up to date on student progress regularly.

-A weekly schedule will be posted to support students and families on a digital platform such as Google Classroom.

-Teachers review and provide meaningful feedback on student work to adjust instruction and learning goals for students.

-Rubrics may be used to enhance students’ understanding of expectations.

-Protocols for health and safety will be followed as recommended.

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.

SUHSD is committed to serving as a conduit and advocate for all students and their families to guarantee educational equity. In addition to the targeted strategies outlined below for special student populations and subgroups, a plethora of additional supports may be offered and/or developed for students and stakeholders. With a majority of students in the SUHSD experiencing socio-economic hardships, all targets and stages of learning will be designed to address student needs.

Communicate with foster and kinship families to ensure they have adequate access to WIFI and equipment such as Chromebooks or other technology. The District Foster Youth Liaison will assist with providing essential technology needs and school supplies for remote learning and or independent study, as well as monitor participation and engagement. Liaison will collaborate with site staff, county liaison, and social work to ensure we have the most updated student placement information and updated school records.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (e.g. Distance Learning, Hybrid, etc). Each student’s case manager, teachers, and service providers (as appropriate) will collaboratively plan how they will meet the individualized needs of the student in delivering special education and related services remotely. Case managers and service providers will keep a record of ALL family contact, consultation, and services provided to each student they serve.

English Learners (EL)

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

SUHSD is committed to providing teachers with the instructional tools, resources, and professional development needed to meet the instructional needs of EL students. Teachers will use the Gradual Release of Responsibility instructional model and Constructing

Meaning strategies in remote learning and/or independent study learning to ensure English Learners receive integrated ELD instruction. SUHSD will ensure equity of access for ELs by establishing daily instructional minutes for designated ELD instruction, providing scaffolds to support English learners with access to content learning in all curricular area and ensuring students have the appropriate tools needed to engage in the curriculum, including access to technology, books, or assignment packets/learning kits. Teachers will analyze English Learner performance data in the Professional Learning Communities to determine appropriate and timely interventions. English Learners will also receive specialized support in their advisory class.

Ensure Equitable Access and Adequate Supports

- Implement a plan to provide in-person or remote learning or enrollment in the center LEA within ten instructional days.
- Achieving equity in remote learning or independent studies is more complex than simply providing equality in access to learning resources and technology. Insufficient support for students may widen disparities instead of narrowing them.

Develop and Implement a Return to Learning Equity Audit

- The impact of sustained learning loss during periods of school closures, combined with disparities in implementation of continuity of learning models, has the potential to exacerbate previously existing gaps in student achievement. Begin by identifying students experiencing learning gaps and developing strategies to mitigate the impact of school closures.

Professional Learning

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

Professional Development will be targeted based on staff needs and will be conducted mostly online. Time and resources for educators to build, plan, and teach in a hybrid model or remote learning environment will be provided.

Staff professional development will be ongoing through digital learning tools, instructional approaches to balanced assessment practices

- High-quality instruction to engage students and gain a deeper understanding of the essential standards.
- Health and Safety Guidelines will be followed.

Training Schedule

Yearly Training Sessions for all staff on:

- Big Five Protocols, which include communication protocols with families and the community.
- Five Major Response Protocols:
 - Shelter in Place
 - Secure Campus
 - Evacuation
 - Drop, Cover, and Hold on, -Lockdown/Barricade
- Incident Command Teams -Specialized training for Violent Threat to Schools Response
- Student Release Guide Protocols
- Hazard Responses
- First Aid Training
- AED Training
- Safety Care Training for safely restraining protocols
- Behavioral Threat Assessment Protocols
- Remote learning platforms and instructional continuity strategies
- SEL and mental health support during emergencies
- Simulation Drills that will address relocating students and staff to alternative locations
- Conduct annual drills simulating remote learning activation and family communication procedures

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.

Salinas Union High School District will continue to partner with existing and outside agencies to provide bilingual, culturally relevant, social-emotional learning (SEL) workshops and leverage existing community partner resources to support our families.

- In-person workshops will be provided in collaboration with community partners
- Updated website with SEL resources and links, and contact numbers

Provide Social-emotional and Mental Health Supports

Social Worker Check-Ins:

- Virtual counseling sessions will be available. Daily or weekly Second Step SEL activities are shared through digital platforms or printed packets
- Daybreak: Students can receive online teletherapy from 8 am to 8 pm Monday through Saturday.

Resource Guides:

- Provide digital and print guides with mental health resources and community support services.

Health Consultation and Support

- RN/LVN Check-Ins
- Students with medical and health care plans will receive a check-in from licensed nursing staff to ensure medication orders are being followed.

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

Food, water, radios, and other emergency response backup supplies are available at schools and the district
The Health Service Team is auditing student health plans annually to include the status of medication, with backup for emergencies.

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.

-Staff & students will be expected to follow state and local health orders and safety orders. It may be recommended that students conduct health screenings at home.

-Staff may be required to follow all safety screenings and protocols.

-Staff shall not enter the work site unless they conduct a safety check, which may require a health screening.

-Staff/students must stay home, or be sent home, if they or others are at-risk per CDC health /safety or other related directives or guidelines.

-Nonessential visitors will continue to be limited, expected to follow state and local health orders and guidance to ensure a safe, secure location. This may include requirements for physical distancing and hygiene, having a prescheduled appointment, and prior approval by the administration.

-Nonessential visitors must conduct a health screening before entering the campus.

Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules that allow students to access live teaching sessions as well as IEP services.

Meal Service:

- Bagged meals provided for all students in attendance.
- Students in attendance will be served in classrooms.
- Bagged meals will be available for pick up for students on remote learning.

Environment:

-Depending on schedules, students can eat in class or take a meal home.

Drivers, Bus Attendants

-Ensure all employees follow health and safety protocols before reporting for duty

-Sanitize after each route AM/PM

-Hand Sanitizer is provided upon entering the vehicle and checking for other safety concerns.

-Other safety concerns, guidelines, or directives may be required per the CDC and/or the Office of Emergency Response.

-Staff will follow recommended health and safety guidelines. The list of providers and contact information is on the website and via handouts. School sites use a team of staff members to determine the most appropriate intervention and follow protocols to inform stakeholders.

-Third-party providers keep teams updated on the status of intervention response. Following the moderate restriction blended schedule, meetings may be remote or in person.

-During all in-person meetings, all parties wear face coverings and practice social distancing and follow safety protocols.

Site-Based Collaboration

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

The basis for this plan represents the work of people who have contributed their expertise, time, and talents to help all learners and educators at the Salinas Union High School District to return to school successfully in 2021. This group of contributors included a wide variety of classroom teachers, curriculum specialists, parents, students, school counselors, special education experts, para-educators, union leadership, administrators, and operations and facilities leaders. Due to their involvement and recommendations, the district and schools were able to navigate and deliver instruction to students. As we update this plan, we sincerely appreciate that the Salinas Union High School District's safety leadership team has for the contributions to the emergency response plan and enhancements. A debt of gratitude is owed to everyone who has contributed to the emergency safety response plan and related continuity of learning plan.

As we continue to evolve, the continuity of the learning plan will be reviewed and updated at least annually, incorporating recommendations and best practices.

Return to Site-Based Learning

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

The different scenarios for implementing a Comprehensive School Safety Plan and Instructional Continuity Plan of the Salinas Union High School District Schools will require schools and departments to conduct operations very differently to protect the health and safety of staff and students while ensuring students have access to continued learning opportunities and support services. In addition to complying with the Centers for Disease Control (CDC), the California Department of Public Health (CDPH), the California Department of Education (CDE), the Monterey County Health Department Guidance, the Office of Emergency Response (CA / Monterey County), and first responders; this section provides protocols that will be implemented in the SUHSD. These protocols were developed in alignment with the SUHSD Emergency Response and Safety Plan and Communications Plan.

Following an emergency, SUHSD will consider the following before resuming in-person learning on campus:

-Evacuation orders lifted

-Power and utilities functioning

-Healthy air quality

-Access to safe, clean water and restroom facilities

-Campus is free from debris and hazards -Internet fiber lines are connected and functioning

-Sufficient staffing levels

-Kitchens are up and running for meals

In order to resume site-based learning on campus, a full evaluation will be conducted by district administration, in consultation with local emergency response officers, the Monterey County Office of Education, local health and state health departments, as appropriate, and the Division of State Architects (DSA). SUHSD will set a school reopening target date and communicate that with staff, students, and families.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Salinas High School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Salinas High 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.

This Instructional Continuity Plan (ICP) will be included as an integral component of the Comprehensive School Safety Plan (CSSP). 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 2026-2027. This is an overarching document from which individual schools within the district will enhance based on their specific student needs and will be included in their annual update to their Comprehensive School Safety Plans.

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:

Annually through the Comprehensive School Safety Plan update process before March 1.

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.

The Safety Security Officer (SSO) is responsible for the initial identification of immigration enforcement at the locked campus entrance and must immediately radio Site Administration. The Assistant Principal or Principal is the staff member officially responsible for confirming the presence by verifying the officers' credentials and documentation at the door. This formal confirmation by the Assistant Principal or Principal acts as the "trigger," requiring an immediate notification to the Superintendent's Office for assistance and direction before any further interaction occurs.

Required Notification Recipients

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

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

SUHSD ensures that all stakeholders are notified of the district's "Safe Haven" status and specific incident updates through the following multi-channel procedures:

Parents and Guardians: Notification is issued via (text, email, and phone calls), supported by informational Zoom town halls and formal letters home in multiple languages to reinforce that campuses remain safe and protected.

Teachers and School Personnel: In the event of an incident, staff are notified through the site-wide emergency communication system (e.g., internal email or radio). Ongoing preparedness is maintained through mandatory staff meetings and training sessions regarding the enforcement protocol.

Administrators: All site administrators receive training and direct communication from the Superintendent's Office. During an active encounter, administrators are notified via the district's emergency text tree to ensure a synchronized response.

Students: Communication is handled with care by site staff to reassure students that school is a safe environment and that no unauthorized officers are permitted on campus.

Notification Timing

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

Salinas High School follows a tiered notification timeline designed to prioritize campus safety. Internal leadership is notified immediately (within minutes) of confirmation. Staff are notified shortly thereafter to ensure a secure environment. Parents and the broader community are notified as soon as a factual, verified statement is prepared by the Superintendent's Office, ensuring that families receive accurate information.

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.

Salinas High School prioritizes the emotional and physical safety of its community by ensuring all notifications are fact-centered, reassurance-focused, and instructional. By managing the timing prevents campus-wide panic and ensures that students remain in a supportive environment led by prepared staff.

Privacy Constraint

The notification shall not include any personally identifiable information.

The protection of student and staff privacy is the district's highest priority. All communications regarding immigration enforcement activity are strictly limited to situational updates and will never disclose information that could identify a specific individual

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.

Salinas High School employs Finalsight (Messages) for secure, multi-channel community alerts, ensuring that parents receive verified information in their preferred language. Internal coordination is maintained via encrypted district email and dedicated two-way radios

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).

All emergency notifications issued via Finalsight (SMS, Email, and Voice) will conclude with a direct link to the Salinas Union High School District "Know Your Rights" webpage located under the Families tab of the district website. <https://www.salinasuhd.org/families/know-your-rights>

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.

The School Safety Planning Committee meets monthly to review, discuss, and refine all safety procedures, including the Immigration Enforcement Protocol.

Public Availability

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

Salinas High School ensures that all safety-related plans are publicly accessible to foster community trust and transparency. The most current version of the Immigration Enforcement Protocol is hosted on the district website for immediate digital inspection.

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

Salinas High School maintains full compliance with State Guidance by aligning our protocols with the California Department of Education's safety checklist. Our plan is conspicuously posted on the district website and is updated through our monthly committee meetings to stay ahead of evolving state mandates.

Procedures Regarding Pupil Smartphone Use During Emergencies

Salinas High School In alignment with California state law, SUHSD has adopted evidence-based practices to support student learning and well-being.

We have a : A tiered "Cell Phone Free" environment where devices must be turned off and put away. Repeated offenses result in the mandatory use of locking pouches.

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.

July 1, 2025

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).

Per SUHSD policy and state law, smartphones are permitted when:

Medical Necessity: A licensed physician determines use is essential for health.

IEP/504 Compliance: Use is required by a student's Individualized Education Program.

Instructional Permission: A teacher or administrator grants specific, time-limited permission for academic purposes.

4. Implementation and Enforcement (Tiered Consequences)

The district employs a progressive disciplinary model:

1st Offense: Warning.

2nd Offense: Pouching for the remainder of the day; Parent contact.

3rd Offense: Pouching for up to 5 days; Parent contact.

4th Offense: Mandatory daily pouching for the remainder of the semester.

Every school is equipped with a phone that can dial 911. Our staff is trained to execute safety procedures. Students will follow the school's emergency procedures in the case of an emergency. Schools will communicate with parents through the district's mass notification and communication tools. It becomes disruptive when students are on their phones. They will be provided access to their phones once at a safe location.

In case of a school emergency, we direct our students to safety first, following our school emergency preparedness protocol. In the event of an emergency lockdown, school staff will direct students according to emergency preparedness protocol. Schools are required to conduct safety drills yearly.

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan is evaluated and amended as needed, according to current Ed. Code regulations and at least once each year, to ensure that the plan is properly implemented.

An updated file of all non-sensitive safety-related plans and materials is always readily available for review by the public upon request. A comprehensive safety plan is available at the school site and online.

Plan updated on February 1, 2026_____

Procedures for Approval:

The plan is shared at a public meeting located at the school site.

The School Site Council approves the Plan.

The Plan is submitted to local law enforcement and the fire department for review.

The Plan is submitted to the SUHSD Student Services Office.

The SUHSD School Board approves the Plans.

Emergency Contact Numbers

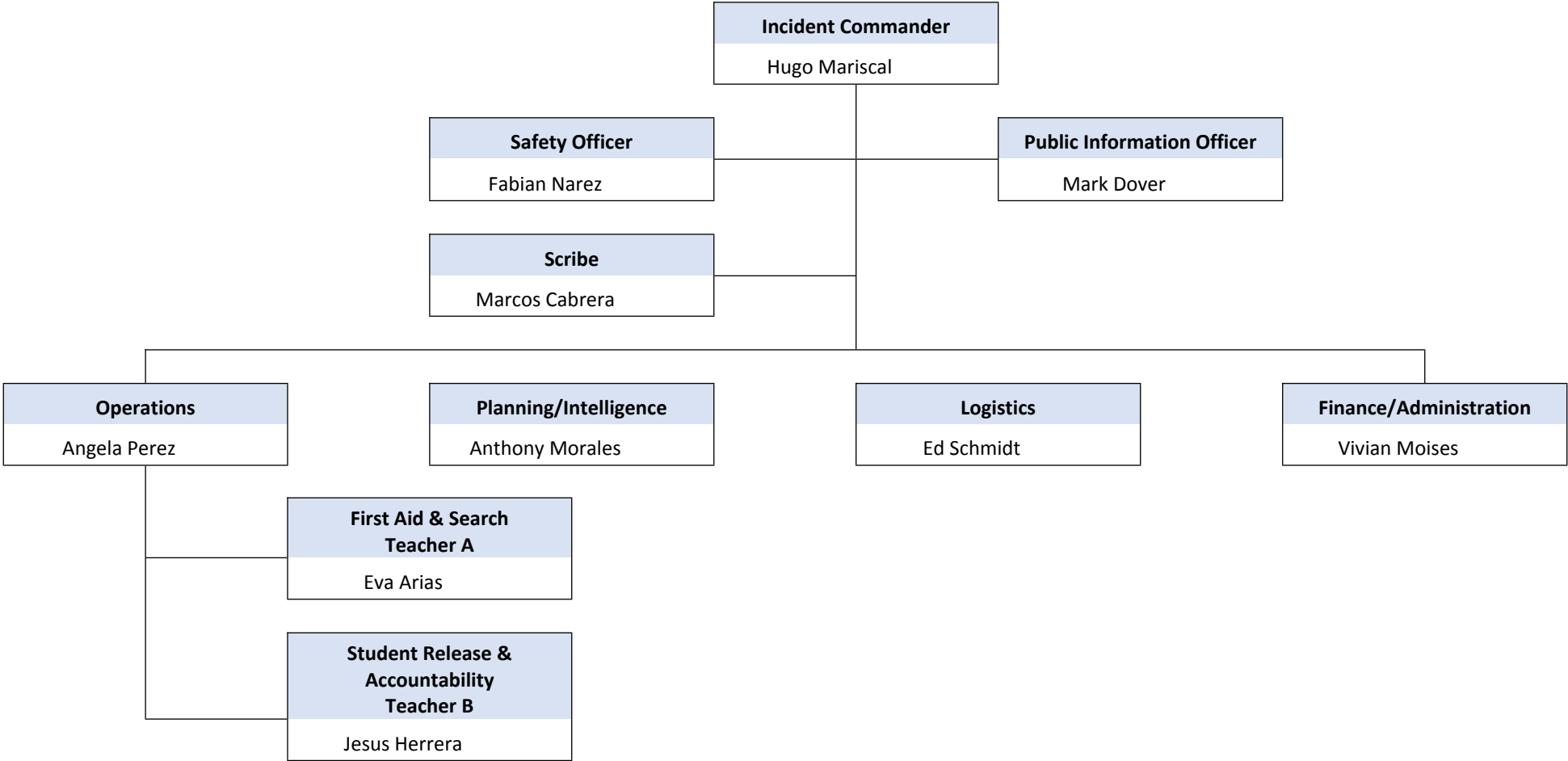
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	SUHSD Maintenance, Operations, Transportation & Safety	(831) 796-7600 Ext. 1102/1108/2009	
School District	SUHSD District Office	(831) 796-7000	
School District	SUHSD Food Services	(831) 796-7600 Ext. 1023	
School District	SUHSD Special Education Services	831) 796-7000 Ext. 1026/1028	
Law Enforcement/Fire/Paramedic	Salinas Police Dept	(831) 758-7250	
Law Enforcement/Fire/Paramedic	Salinas Fire Dept	(831) 758-7261	
American National Red Cross	American Red Cross – Monterey-San Benito Counties Chapter	(831) 424-4824/375-5730	
Local Hospitals	Natividad Medical Center	755-6268	
Local Hospitals	Salinas Valley Health Medical Center	831-757-4333	
Public Utilities	Pacific Gas & Electric (PG&E)	(800) 743-5000	
Public Utilities	California Water Company	(831) 757-3644/(855) 225-9283	
Public Utilities	Poison Control	(800) 222-1222	
Other	MCOE-Communications and Community Affairs Dept.	.(831) 784-4245	

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)
Professional Development for Staff on Safety	August 4, 2025 8:30am	Big 5 Safety Meeting, Overview Review Drills & Dates
Monthly Staff Meeting	October 16, 2025 3:30pm	To Review key sections of last year's CSSP and gather committee input on necessary updates
Monthly Staff Meeting	December 8, 2025 3:30pm	Develop Goals, Objectives, and Action Steps which can be implemented throughout the year in order to improve school safety,

Salinas High 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

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

Identify the Threat and Hazard Emergency from the following categories: (1) Natural Hazards (2) Technological Hazards (3) Biological Hazards (4) Adversarial, Incidental, and Human caused Threats.

Step Two: Identify the Level of Emergency

LEVEL 1 EMERGENCY is classified as a MINOR EMERGENCY and defined as a localized incident with a limited threat to life/safety and no impact to normal campus operations. Response to a MINOR EMERGENCY is managed at the campus by the site Incident Command Team level with limited support from district resources unless support is requested from the district Core Emergency Team.

LEVEL 2 EMERGENCY is classified as a MAJOR EMERGENCY and defined as an incident that threatens life/safety and/or severely impacts normal campus operations. Response to a MAJOR EMERGENCY can be managed at the campus or district level and could require significant resources internal and external to North Monterey County Unified School District. The district Core Emergency Team - Incident Command System is activated for a MAJOR EMERGENCY.

LEVEL 3 EMERGENCY is classified as a DISASTER and defined as an incident that results in the catastrophic loss of life and/or closure of one or more campuses for an extended period of time. Response to a DISASTER is managed at the district Core Emergency Team - Incident Command System and requires mutual aid from external agencies.

Step Three: Determine the Immediate Response Action

The school site will respond to emergency situations effectively and efficiently. The focus of the school site emergency safety plan is on planning for the response to both minor and major emergencies. Response operations are intended to resolve a situation while minimizing casualties and property damage, and may include: warning and notification, campus operations, general first aid, evacuation, sheltering, as well as other associated functions.

Minor Emergency: A localized incident with limited threat to life/safety and no impact to normal school site operations.

Major Emergency: A major emergency is defined as an incident that threatens life/safety on a campus and/or severely impacts normal school site operations. When doubt exists or if a minor emergency has potential to become more dangerous, always resolve in favor of notification and follow the notification procedure for Level 2 and 3 emergencies. The district Core Emergency Team - Incident Command System is activated for a MAJOR EMERGENCY.

Step Four: Communicate the Appropriate Response Action

Upon establishing that a Minor/Major incident is occurring/had occurred on campus the School site administration will communicate appropriately depending on the nature of the incident. 9-1-1 will be dialed for any incident which may significantly impact life/property. The site administrator/designee will also contact the appropriate district Core Emergency Team of the incident. The site administration will activate the site Incident Command System to include a site Public Information Officer that will work in alignment with the district Core Emergency Team and responding local agencies. The Public Information Officer will communicate out to families on the incident as appropriate using various communication platforms.

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft Crash

SHELTER IN PLACE / EVACUATE

In the event an Aircraft falls on or near the school campus, you will either evacuate or shelter in place, depending on where the Aircraft falls. Remain Calm! Call 911 Immediately.

SHELTER IN PLACE

- If the aircraft falls off campus, it may be safer to shelter in place.
- Direct students to Duck and Cover under tables or near desks.
- If no apparent danger exists, remain in the classrooms with students.
- Take roll and determine if all your students are accounted for.
- Display a RED card if you have more than or all of your students.
- Display a GREEN card if you have all of your students in your classroom.
- Wait for further instructions.

Animal Disturbance

Secure Campus

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class routine
- Be alert to the possibility that the response may elevate to LOCKDOWN / BARRICADE
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Be prepared to escort students to locations on campus for essential needs
- Wait for another action or, if ALL CLEAR is issued, return to class routine
- Gather students together and organize into an orderly formation
- Inform students that as part of SECURE CAMPUS procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible
- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for SECURE CAMPUS status
- Wait for another action or, if ALL CLEAR announcement is issued, return to class routine

Armed Assault on Campus

In the event there is an Armed Assailant on campus, choose your best option for the survival of your students and yourself. Remain alert to a fluid situation. Continue to choose your best option as the event progresses.

CALL 911 AS SOON AS IT IS SAFE TO DO SO. YOU CAN ALSO TEXT 911 IF THAT IS SAFER.

- You may be the first person to sound the alert. Do not wait for a PA announcement. If you hear shots or see a weapon, sound an alert to your class, text a message if you can to your principal, shout GUN, KNIFE, AXE, etc. to alert your neighboring classrooms.
- DECIDE to Lockdown and Barricade or Evacuate or Counter.

IF YOU CHOOSE LOCKDOWN/ BARRICADES

During a LOCKDOWN / BARRICADE, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns.

IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE:

- Immediately move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and out of sight of intruder
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- DO NOT OPEN THE DOOR FOR ANYONE. Law enforcement and/or School Incident Commander will use keys to unlock door and clear the rooms
- Only if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on
- If safe to do so, take attendance and document students who are present in the room
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do NOT call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect/defend back (Protect/defend)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

IF STUDENTS ARE OUT OF CLASS AT TIME OF LOCKDOWN / BARRICADE:

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do not chase students who run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and out of harm's way
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Remain calm and stay alert to changing conditions
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will bypass injured victims in order to neutralize the threat
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document individuals who are present in the room
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect/defend back (Protect/defend)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

IF YOU CHOOSE TO EVACUATE

- Tell students we are evacuating now.
- Move fast.
- Move away from the threat and move off campus.

- Continue to orient to sounds and what you see in case you need to change your evacuation pathway or change to lockdown.
- Go to one of the collection centers for your school.
- Call 911.

Biological or Chemical Release

Hazardous materials and chemical spills can be Toxic. If a chemical spill occurs at the school campus or in the immediate area of the school, Call 911 Immediately.

EVACUATE

-Evacuate the area of the campus nearest the spill (classroom, wing, etc.).

- If evacuation area is not safe, use alternate open area and communicate location.
- Be sure the evacuation area is located up-wind from the spill.
- Do not block access to emergency equipment.
- KEEP ALL EXPOSED STUDENTS SEPARATE FROM OTHERS.
- Take your ACCOUNTABILITY BOARD.
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately! Help children remain calm.
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your line.
- Wait for further instructions.

SHELTER IN PLACE If it is safe to do so

- Move students into the nearest indoors
- Secure all doors and windows
- Close any circulating air system vents
- Help children remain calm.
- Take roll and determine if you have all of the students you are accountable for.
- If any students are missing, notify the office immediately!
- Display a RED card if you have more than or not all of your students.
- Display a GREEN card if you have all of your students in your classroom.
- Wait for further instructions.

IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES

Bomb Threat/ Threat Of violence

To ensure a calm, coordinated, and immediate response when a bomb threat or threat of violence is made toward a school site, protecting the safety of students, staff, and visitors while maintaining clear communication with law enforcement and the District Office.

Preparedness and Prevention

- Maintain a climate of trust and communication where students and staff feel safe to report suspicious behavior or threats immediately.
- Review the Big Five Emergency Protocols and site-specific evacuation procedures at the start of each semester.
- Keep all emergency contact numbers, evacuation routes, and assembly areas clearly posted and updated.
- Train office staff to handle telephone, written, or digital threats calmly and to record as much detail as possible.
- Conduct annual joint safety drills with law enforcement, fire, and bomb squad agencies.
- Ensure radio and mass notification systems are functional and staff know how to use them during an emergency.

When a Bomb Threat or Threat of Violence Is Received

1. Immediate Actions

- Remain calm — do not panic or alarm others.
- If by phone:
 - Keep the caller on the line as long as possible.
 - Note exact wording, tone, background sounds, and any identifying details.
 - Use the Bomb Threat Checklist (kept near all main phones).

If written, texted, emailed, or posted online:

- Save or photograph the message — do not delete, forward, or reply.
- Notify administration immediately.

2. Notification

Call 9-1-1 and provide full details to law enforcement.

Notify:

- Principal or Designee (Incident Commander)
- District Security Coordinator
- Superintendent's Office or Designee

- Do not use radios or cell phones near suspected devices — use hardwired communication if possible.
- Follow law enforcement guidance on evacuation, lockdown, or secure campus actions.

Response Options (Determined by Law Enforcement and Administration)

- Evacuation:
 - If advised, move students and staff calmly along designated evacuation routes to safe assembly areas.
 - Avoid open areas, vehicles, trash cans, and suspicious items.
- Secure Campus:
 - If threat credibility is low or unclear, restrict movement, keep students indoors, and await further instruction.
- Lockdown:
 - If violence or immediate danger is present, initiate Lockdown/Barricade as trained under The Big Five.
 - Do not touch, move, or investigate any suspicious item or package.

During the Incident

- Administration and Security maintain communication with law enforcement and fire department personnel.
- Teachers keep students calm, quiet, and accounted for at all times.
- The Communications Lead prepares factual updates and parent messaging, approved by the District Office before release.
- The District Security Coordinator supports site operations, resource coordination, and inter-agency communication.

After the Threat or Incident

1. All Clear

- The "All Clear" may only be given by law enforcement or the Incident Commander after the site is deemed safe.
- Return to normal operations only after authorization.

2. Accountability

- Teachers take roll and report attendance to the administration once at the assembly area or after the All Clear.
- Document any missing students or injuries immediately.

3. Communication and Reporting

- The Principal/Incident Commander completes the Incident Report Form and forwards it to the District Security Coordinator within 24 hours.
- Preserve all notes, emails, or digital evidence for law enforcement investigation.
- The District Communications Office provides consistent public and parent information.

4. Recovery

- Provide counseling and emotional support for affected students and staff.
- Conduct a post-incident debrief within 72 hours with administration, district leadership, and first responders.
- Review procedures and update the Site Safety Plan as needed.

Roles and Responsibilities

- Principal / Incident Commander: Lead on-site response, communicate with district and law enforcement, oversee reunification if needed.
- District Security Coordinator: Coordinate law enforcement liaison, ensure documentation, and oversee district-level response.
- Office Staff: Follow Bomb Threat Checklist; maintain communication chain.
- Teachers and Staff: Supervise and protect students, follow The Big Five directions, and maintain accountability.
- Security Staff (SSOs): Support site evacuation or perimeter security, assist law enforcement, and direct traffic if necessary.
- Counseling and Support Staff: Provide post-incident emotional care and assistance.

Key Reminders

- Take all threats seriously. Never assume a threat is a prank.
- Do not use radios or phones near suspicious packages or areas.
- Wait for law enforcement to determine if evacuation or lockdown is necessary.
- Document everything — the smallest detail may be critical to an investigation.
- Remain calm and follow the chain of command.

Bus Disaster

To provide clear procedures to ensure the safety of students, staff, and drivers during a bus-related disaster, accident, or emergency while facilitating coordinated communication and accountability.

Preparedness and Prevention

Ensure all bus drivers are trained in emergency response, evacuation, first aid, and student supervision.

- Conduct annual safety drills with students on bus evacuation procedures.
- Maintain up-to-date emergency contact lists for students, staff, parents, and district offices.
- Inspect buses regularly for mechanical safety, emergency equipment (first aid kits, fire extinguishers, reflective triangles), and communication devices.
- All drivers should carry student rosters, emergency numbers, and district emergency procedures.
- Coordinate with local emergency services to review access routes, accident response, and triage protocols.

1. Immediate Actions (Driver)

- Stop the bus safely and activate hazard lights.
- Assess the scene for ongoing dangers (traffic, fire, electrical lines, hazardous materials).
- Call 9-1-1 immediately if there are injuries, fire, or danger to students.
- Notify the District Transportation Office and site administration of location, number of students, and severity of the incident.
- Implement evacuation procedures if the bus is unsafe; follow the emergency exit plan (front/back doors, windows, roof hatch).

2. Student Safety and Accountability

- Direct students to a safe distance away from the bus (minimum 100 feet from roadway, hazard, or fire).
- Maintain order and supervision, keeping students calm and accounted for.
- Administer first aid as needed, prioritizing life-threatening injuries until emergency responders arrive.
- Use student rosters to ensure all students are accounted for.

Site Administration and District Response

- Principal / Incident Commander or designee coordinates with transportation, law enforcement, fire, EMS, and parents.
- District Security Coordinator supports communication with responding agencies and oversees resource deployment.
- Establish a temporary holding area for students until parents or guardians arrive, if needed.

-Communicate clear instructions to parents using district-approved notification templates.

During the Incident

- Avoid moving severely injured students unless necessary to prevent further harm.
- Keep students calm and under adult supervision at all times.
- Transportation staff maintain radio or phone contact with the district office and emergency responders.
- Follow law enforcement and fire department instructions upon arrival at the scene.

After the Incident

1. Accountability and Documentation

- Verify all students are safe and accounted for using the roster.
- Document the incident fully on the District Bus Incident Report Form and submit it to the Transportation Office and Security Coordinator within 24 hours.
- Preserve evidence related to the incident (bus, mechanical failure, road conditions) for investigators.

2. Parent and Community Communication

- Notify parents/guardians promptly of student status and location.
- Provide instructions for student pick-up at the designated reunification or hospital site if required.
- Coordinate media inquiries through the District Communications Office.

3. Recovery and Support

- Offer counseling and emotional support to students, staff, and drivers.
- Conduct a post-incident debrief with district leadership, the Transportation Office, and emergency responders to review procedures and lessons learned.
- Update site and district transportation safety plans as necessary.

Roles and Responsibilities

- Bus Driver / Transportation Staff: Ensure safety, communicate details, implement evacuation, and maintain student accountability.
- Principal / Incident Commander: Coordinate site response, communicate with district, law enforcement, and parents.
- District Security Coordinator: Liaise with first responders, provide resources, and oversee incident reporting.
- Teachers / Chaperones (if applicable): Supervise students, assist in evacuation, and maintain calm.
- Counseling / Support Staff: Provide post-incident care and emotional support.

Key Reminders

- Safety first: Remove students from danger before addressing property or bus salvage.
- Do not move seriously injured students unless necessary.
- Follow district procedures and emergency protocols; communication is critical.
- Document everything accurately for district records and law enforcement.

Cardiac Arrest

SHELTER IN PLACE is used during a medical emergency like cardiac arrest or other similar life-threatening emergency for privacy and clear access to the individual by emergency personnel.

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Support those needing special assistance.
- If directed by Incident Command, secure individual classrooms:
 - a) close doors and windows;
 - b) shut down the classroom HVAC system to;
 - c) turn off fans;
 - d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
 - Take attendance and call or email attendance report to school secretary or according to site protocol
 - Wait for another action or, if ALL CLEAR announcement is issued, return to class routine

Disorderly Conduct

To provide clear procedures to address disruptive, disorderly, or unsafe behavior on campus while ensuring the safety of students, staff, and visitors, and maintaining a supportive learning environment.

Preparedness and Prevention

- Establish and communicate a clear Student Code of Conduct and expectations for behavior.
- Train staff to recognize early warning signs of escalating behavior and intervene safely.
- Maintain supervision in high-traffic areas (hallways, cafeteria, campus common areas, bus zones).
- Ensure staff and security personnel are familiar with The Big Five emergency protocols and site-specific response procedures.
- Encourage students and staff to report disruptive or threatening behavior immediately.
- Coordinate with local law enforcement and mental health professionals for prevention and intervention planning.
- When Disorderly Conduct Occurs

1. Immediate Actions

- Assess the situation to determine the level of risk to students or staff.
- Intervene calmly and safely, using verbal de-escalation techniques where appropriate.
- Notify administration or Site Security Lead if behavior escalates beyond staff control or poses a threat.
- If the behavior involves potential violence, weapons, or illegal activity, call 9-1-1 immediately.

2. Staff Response

- Attempt verbal redirection and conflict resolution before escalating to physical intervention.
- Keep students calm, separated, and under supervision.
- Do not engage physically unless necessary to prevent imminent harm.
- Maintain documentation of the incident, including time, location, individuals involved, and actions taken.

Administration and Security Response

- Principal / Incident Commander oversees response, ensures safety, and decides on disciplinary or law enforcement involvement.
- Security staff (SSO/Lead) assist in isolating individuals, maintaining order, and securing the area if needed.
- District Security Coordinator may be notified for incidents requiring law enforcement, additional resources, or inter-district coordination.
- Communications Lead prepares factual internal updates for staff and parents if necessary.

After the Incident

1. Accountability

- Confirm the safety and well-being of all students and staff involved.
- Document the incident fully in the District Incident Report System, including actions taken and notifications made.

2. Parent and Guardian Communication

Notify parents or guardians of the incident as required by district policy, including steps taken to ensure student safety. Provide instructions if the student is removed from campus or needs follow-up services.

3. Recovery and Support

- Offer counseling or support services to students and staff affected by the incident.
- Conduct a post-incident review with staff and security to evaluate response effectiveness and update site safety procedures.
- Use lessons learned to adjust prevention and intervention strategies for future incidents.

Roles and Responsibilities

- Principal / Incident Commander: Lead response, communicate with parents, district office, and law enforcement if needed.
- District Security Coordinator: Provide resources, liaise with law enforcement, and document the incident.
- Teachers / Staff: Supervise students, implement de-escalation, and report incidents immediately.
- Security Staff (SSOs): Support area control, assist administration, and maintain safety until situation is resolved.
- Counseling / Support Staff: Provide emotional support and assist with post-incident recovery.

Key Reminders

- Safety first: Protect students and staff before addressing disruptive behavior.
- Use verbal de-escalation first; physical intervention only if necessary.
- Document all actions for accountability and future reference.
- Communicate clearly with administration and parents as appropriate.

Earthquake

DROP, COVER, AND HOLD ON is the immediate action taken in the event of an earthquake.

Students and staff should drop to the floor, duck under a sturdy desk or table, cover their heads with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect the head by covering it with arms if possible.

INSIDE:

At first recognition of an earthquake, instruct students to move away from windows

- Initiate DROP, COVER, AND HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand, and cover the back of the neck with the other arm
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass
- Each time an aftershock is felt, DROP, COVER, AND HOLD ON. Aftershocks frequently occur minutes, days, or even weeks following an earthquake
- When it appears safe to release from COVER, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
- Wait for further instructions from the School Incident Commander or First Responders, or if that seems unlikely and the building is compromised, evacuate students to the predetermined Evacuation Assembly Area

OUTSIDE:

Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.)

- Commence DROP AND COVER in the DROP, COVER, AND HOLD ON procedures
- Place head between the knees; cover the back of the neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, DROP AND COVER. Aftershocks frequently occur minutes, days, or even weeks following an earthquake
- When it appears safe to move, report location, injuries, and/or any damage to the School Incident Commander according to site communications protocol
- Wait for further instructions from the School Incident Commander or First Responders, or if that seems unlikely, evacuate students to the predetermined Evacuation Assembly Area

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined that the path is safe, evacuate the office or classroom to a designated safe area.

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials, including the student roster for the current class and that of the "Buddy Teacher"
- Remove the staff ID placard from the emergency materials and put it on
- Take in-room attendance as students are leaving
- Ensure the door is closed. Leave the door unlocked if possible
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.

- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together on the route to the Evacuation Assembly Area
- According to the site protocol, take attendance using evacuation attendance forms once class is safely in the assembly location
- According to the site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and the normal class routine

Explosion or Risk Of Explosion

If an Explosion occurs while school is in session, you will either evacuate or shelter in place, depending on where the explosion occurs. Remain Calm. Call 911 immediately.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it’s determined that the path is safe, evacuate the office or classroom to a designated safe area.

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials, including the student roster for the current class and that of the “Buddy Teacher”
- Remove the staff ID placard from the emergency materials and put it on
- Take in-room attendance as students are leaving
- Ensure the door is closed. Leave the door unlocked if possible
- Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together on the route to the Evacuation Assembly Area
- According to the site protocol, take attendance using evacuation attendance forms once class is safely in the assembly location
- According to the site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and the normal class routine

SHELTER IN PLACE is used during a medical emergency like cardiac arrest or other similar life-threatening emergency for privacy and clear access to the individual by emergency personnel.

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Support those needing special assistance.
- If directed by Incident Command, secure individual classrooms:

a) close doors and windows;

b) shut down the classroom HVAC system to;

c) turn off fans;

d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander

- Take attendance and call or email attendance report to school secretary or according to site protocol
- Wait for another action or, if ALL CLEAR announcement is issued, return to class routine

Fire in Surrounding Area

If a fire occurs while school is in session, the evacuation plan will be implemented if safe to do so.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined that the path is safe, evacuate the office or classroom to a designated safe area.

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials, including the student roster for the current class and that of the "Buddy Teacher"
- Remove the staff ID placard from the emergency materials and put it on
- Take in-room attendance as students are leaving
- Ensure the door is closed. Leave the door unlocked if possible
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together on the route to the Evacuation Assembly Area
- According to the site protocol, take attendance using evacuation attendance forms once class is safely in the assembly location
- According to the site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and the normal class routine

Fire on School Grounds

If a fire occurs while school is in session, the evacuation plan will be implemented if safe to do so.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined that the path is safe, evacuate the office or classroom to a designated safe area.

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials, including the student roster for the current class and that of the "Buddy Teacher"
- Remove the staff ID placard from the emergency materials and put it on
- Take in-room attendance as students are leaving
- Ensure the door is closed. Leave the door unlocked if possible
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together on the route to the Evacuation Assembly Area
- According to the site protocol, take attendance using evacuation attendance forms once class is safely in the assembly location
- According to the site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and the normal class routine

Flooding

During heavy rainstorms (including those in the hills upstream from Salinas), the Communications Team should monitor public media, weather reports and/or the Emergency Broadcast System for notice of flood warnings or flood watches. Staff should be promptly notified through district communications channels of potential flood hazards.

If warning of an impending flood has been given, and time allows, the following steps should be taken to mitigate damage to property and prevent injury to students and staff:

- Maintenance staff should be authorized to procure sandbags, sand, construction materials and equipment that may be needed to divert and/or repair damage caused by flood waters, and to ensure their proper placement and/or storage.
- Obtain/replenish drinking water and first aid supplies.
- Move or remove material subject to water damage (e.g., computer equipment, school records/vital documents, inventory of foodstuff, office supplies, etc.) to higher, dryer ground.
- Be alert for potential contamination of water supply lines.
- No one should be allowed to drink from faucets on ruptured lines.

Loss or Failure Of Utilities

If there is a Major Systems Failure; GAS, HEAT, WATER, OR POWER, Remain Calm.

SHELTER IN PLACE is used during a medical emergency like cardiac arrest or other similar life-threatening emergency for privacy and clear access to the individual by emergency personnel.

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Support those needing special assistance.
- If directed by Incident Command, secure individual classrooms:

a) close doors and windows;

b) shut down the classroom HVAC system to;

c) turn off fans;

d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander

- Take attendance and call or email attendance report to school secretary or according to site protocol
- Wait for another action or, if ALL CLEAR announcement is issued, return to class routine

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined that the path is safe, evacuate the office or classroom to a designated safe area.

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials, including the student roster for the current class and that of the "Buddy Teacher"
- Remove the staff ID placard from the emergency materials and put it on
- Take in-room attendance as students are leaving
- Ensure the door is closed. Leave the door unlocked if possible
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- According to the site protocol, take attendance using evacuation attendance forms once class is safely in the assembly location
- According to the site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and the normal class routine

Motor Vehicle Crash

Pandemic

Psychological Trauma

The school follows the Multi-Tiered System of Support (MTSS) process to provide services to individual students as needed in the following areas: academic support, behavioral, and social-emotional learning. All staff members can submit a referral to the MTSS team. The MTSS team reviews referrals weekly to determine supports, sets action plans, and monitors students during the site's weekly team meetings. Students can be referred to the school-based mental health therapist through the MTSS process, as well as an immediate response under the Suicide Prevention and Intervention and/or Threat Assessment and Response Protocols.

Suspected Contamination of Food or Water

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

Salinas High School Evacuation Map 2025-2026

