

Comprehensive School Safety Plan



2025-26 School Year

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District:	San Antonio Union School District
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Approved by:

Name	Title	Signature	Date
Amy Sweet	Superintendent/Principal		
School Site Council Review:			2/4/2026
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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.

<http://www.sanantoniousd.org/>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

The Comprehensive School Safety plan has the following goals:

1. To help the San Antonio School community create a positive school atmosphere that is safe, respectful, fair, and ideal for learning.

2. To prepare ourselves to respond calmly and competently to any possible disaster, keeping the safety of our students and staff as the primary focus.
3. To meet the requirements set forth by the California Education Code.

Components of the Comprehensive School Safety Plan (EC 32281)

San Antonio Union Elementary School District Safety Committee

San Antonio USD has designated the following Safety Committee:

Principal: Amy Sweet

Teacher: August Fields

Parent: Blaine Councilman

Classified: Melody Shepherd

Assessment of School Safety

San Antonio School recognizes the importance of identifying potential hazards that could impact the school, students, teachers, and operations. The school community takes great pride in the San Antonio School. There is a strong effort to maintain the grounds and facilities. This effort takes participation from staff, students, and community members.

The Safety Committee utilizes the support from School Site Council (SSC) for input on the safety plan and recommendation of how to handle various situations. Additionally, the school utilizes outside contractors to provide assessment and make recommendations.

Outside of occasional incidents of graffiti and vandalism, the school has experienced very few on-campus crimes, historically.

Property crimes have been reduced by the introduction of video monitoring systems. The school is a closed campus, gates and doors are locked during school hours with the office being the only access to the school. Inspections of the facility occur monthly with the goal to minimize hazards, identify weaknesses, and monitor improvements.

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

Training Schedule

Staff and students of San Antonio Union School District shall be provided with training in emergency policies and procedures on a regular basis to ensure the most timely and efficient response during a crisis situation, helping to save lives, avoid unnecessary injury and protect property from damage or destruction. It is the responsibility of the Superintendent/Principal to ensure adequate training of staff, students and parents, using resources provided by the District, the community and/or the school itself. Typically the plan is to perform a fire drill the last Friday of the month, an earthquake drill every trimester (including the Great American Shake Out), and a lock down drill annually.

Practice Drills

The school site must hold a fire drill monthly as specified by the California Education Code 32001. Schools are also required to conduct a drop and cover earthquake drill on a quarterly basis as specified by California Education Code 32282. As outlined in the updated Emergency Operations Plan, the school will now conduct one mock-drill annually. The mock drill simulates the life-cycle of an emergency incident and involves table-top responses to on-campus disruptions, monitors faithful execution of the EOP, and includes post-review and debrief to create a continuous improvement cycle.

Facilities Review

Facilities reviews will continue to be a critical part of planning. These reviews include all on-campus buildings, vehicles, and materials to check for equipment degradation, potential safety concerns, and the integration of any newly detected threats.

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

CHILD ABUSE

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

SAUESD Administrative Regulation # 5141.4 defines abuse, identifies mandated reporters, outlines reporting procedures, and describes the reporting of child abuse or neglect in greater detail than is possible in this document

All SAUSD employees are mandated to report child abuse. The entire staff takes a mandated reporter course at the start of every school year. Mandated reporters have absolute immunity and are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. Conversely, a mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by up to a six-month jail term, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

Reports must be both verbal (immediately upon discovering evidence or suspicion of abuse) and in writing (within 36 hours) using a standardized form authorized by the Department of Justice, and must be submitted to the Monterey County Department of Social Services, 1000 South Main, Salinas 831-755-4448. Detailed instructions for completion of the report are provided on the back sheet of the form. The 24 hour hotline for reporting child abuse is 800-606-6618. The office number is 831-755-4448.

Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed. A single report may be made whenever two or more people know of a known or suspected case of child abuse, and with mutual consent of those present, one person can write and sign the written report, except that if that person does not do so, one of the other persons shall make the report.

The major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency. Likewise, it is up to the Department of Social Services and law enforcement personnel whether and when the child should be placed in protective custody.

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Superintendent and/or principal shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian. It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form.

CHILD ABUSE

Classroom Teachers / Mandated Reporters

Notify Administration promptly, in a manner that protects the child's privacy.

Make a verbal report to the Department of Social Services immediately or as soon as practically possible. The 24 hour hotline for reporting child abuse is 831-755-4661.

Be prepared to include the following information:

The name of the person making the report.

The full name of the child.

The present location of the child.

The nature and extent of any injury.

The age and location of siblings

The name of the parents or guardians

The home address and phone number

Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

Make note of the name of the official contacted, the date and time contacted, and any instructions or advice received.

Submit a formal written report within thirty-six hours using the required standard Department of Justice form (DOJ SS 8572). Forms can be downloaded from the district's website, or obtained in the school office.

Administration

After submitting and notifying DSS/CPS, notify the superintendent/principal upon submission of child abuse report.

In the event that the Department of Social Services staff determines that the child is to be taken into custody, formally release the student from the school's care by having the child protective agency representative(s) sign the appropriate release form(s).

Do NOT notify the child's parents/guardians; instead, provide the custodial officer with their names and contact numbers for

notification.

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

Disaster Plan

The Comprehensive School Safety Plans must provide information about a school's emergency response plan and protocol, along with a description of the incident command system and structure. In 2023, the district adopted the Big Five School Safety Protocols. The Big Five is a comprehensive strategy and approach for addressing school, district, and county office safety prevention, training, and incident response. In part, the Big Five protocols are modeled on those developed and adopted by the San Mateo County Office of Education's Coalition for Safe Schools and Communities. Use of the following Big Five-related information is with their approval.

The Big Five

The Big Five is a set of "Immediate Action Responses" intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. School site staff members are trained on a regular basis to become familiar with each action response and be prepared to perform assigned responsibilities. The following describes the "five" major components of the Big Five protocol.

SHELTER IN PLACE

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.

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Dangerous wildlife on or near campus

SHELTER IN PLACE ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows (Students should return to their classroom or their next period class if during transition).
- Take attendance and NOTIFY OFFICE IF ANY STUDENTS ARE NOT PRESENT.
- Keep all students in the classroom until further instructions are received. Allow for free movement within the classroom.
- If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with classroom items (clothing, tape, etc.).
- Wait for another action or, if ALL CLEAR announcement is issued, return to class routine

A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by free officials, law enforcement, or site administration.

DROP, COVER, AND HOLD ON

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
- On-site or nearby, close proximity explosion
- Tornados or extreme wind events

Drop, Cover and Hold:

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON."

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 your back to the windows, place your head between your 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 cannot 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.

When it appears safe to release from COVER, assess any injuries and/or damage and report the status to the 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 (See site evacuation map).

SECURE CAMPUS

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.

SECURE CAMPUS ACTIONS:

- Move to the door and instruct any passing students to return to the assigned classroom immediately.
- Classroom/office doors should be closed and locked
- Blackout shades, if available, should be deployed
- Continue the class instruction or activity as normal
- Enforce the “no entrance” and “no exit” protocol. Remain in the classroom or secured area and wait for further instructions.
- Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds.
- By classroom phone, cell phone, walkie-talkie, or other means, contact the School Incident Commander to report class location and any absent or missing students.
- Be prepared to escort students to locations on campus for essential needs breaks.
- 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:
 - Bathrooming/Toileting
 - Medical Attention/Response
 - Mental Health/Wellness Needs/Response
- Staff should maintain situational awareness around the campus during the Secure Campus call. If any suspicious activity is observed, 9-1-1 should be notified immediately.
- Staff and campus populations should be prepared to transition to Lockdown should the situation or danger escalate, and they should be ready to transition to shelter in place as the situation resolves itself. Anyone noticing any danger can escalate to lockdown. No one should de-escalate to shelter in place without the direct permission of the school command post or law enforcement authority.

LOCKDOWN/BARRICADE

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 such incidents, students must always remain in designated classrooms or lockdown locations. Do not evacuate until the room is cleared by law enforcement or site administration.

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

LOCKDOWN BARRICADE ACTIONS:

- 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 it with a pre-cut piece of dark paper or cardboard.
- Instruct students to stay quiet and out of sight. Relocate and spread out against the wall, least visible to the outside and out of sight of the intruder. Check for injuries and prepare to defend.
- 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 the School Incident Commander will use keys to unlock doors and clear the room.
- 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 the School Incident Commander or law enforcement.
- Do NOT call the 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, escape, and evade.
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for a lengthy stay of 2-4 hours.
- Develop a plan to Escape your room should the Active Shooter or Violent Intruder be able to penetrate your barricade. Also, develop a plan to defend.
- Use Autogenic breathing to calm and help you think out your next steps.
- Avoid texting parents and friends.
- Call 9-1-1.

ESCAPE / GET OFF CAMPUS:

- Only attempt this if confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; move as fast and as far away as you possibly can.
- Find a position of cover or safe place for assembly.
- Guide/encourage others you might encounter on the way to follow you to safety.
- Call 911 immediately to report the location and request emergency services if necessary.
- Once in a safe place – stay there.

HIDE / LOCKDOWN / BARRICADE:

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

PROTECT/DEFEND:

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

EVACUATION

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

EVACUATION ROUTES:

The school has designated evacuation routes which take into consideration the need for a clear route which is far enough away from buildings in case of fire or gas leak, but close enough to reach quickly on foot. Consider also having multiple designated evacuation

areas if one is obstructed or otherwise becomes unsafe during an emergency. Ensure a clear, unblocked path onto campus for emergency vehicles.

EVACUATION ACTIONS:

- Leave all belongings and calmly exit the building.
- Gather emergency supplies/materials (Emergency Backpack).
- Take in-room attendance as students are leaving (If possible).
- Ensure the door is closed. Leave the door unlocked if possible.
- 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 stays together en route to the Evacuation Assembly Area.
- According to site protocol, take attendance using a class count once the class is safely in the assembly location.
- According to site protocol (red or green cards or thumbs up/thumbs down), report missing students.
- Remain in the Evacuation Assembly Area until further instruction.
- Wait for another action or, if ALL CLEAR announcements are issued, return to school buildings and normal class routine.
- Set up a school command post in a safe assembly area.

THINK ON YOUR FEET: LOOK, LISTEN, AND LEAVE - FIRE ALARM

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 the path is safe, evacuate the office or classroom to a designated safe area.

Adaptations for Students with Disabilities

Staff should be mindful of students with disabilities. Regularly planned practice drills will help to teach students and staff what to do in each emergency situation. Remaining calm and guiding students through emergency situations will be important to the students with disabilities to cope with the situation and follow directions.

The Superintendent/Principal or designee, in collaboration with special education staff, school nurses, and service providers, shall identify pupils who require additional assistance during emergencies. Appropriate supports shall be documented, when applicable, in the pupil's Individualized Education Program (IEP), Section 504 Plan, Individual Health Plan (IHP), or other support plan.

Adaptations may include, but are not limited to:

- *Assignment of trained staff and backup personnel to assist pupils with mobility, medical, communication, behavioral, or supervision needs.
- *Maintenance of accessible routes and identification of appropriate shelter, lockdown, and evacuation locations.
- *Access to essential assistive devices, medications, and medical equipment whenever feasible.
- *Use of multiple communication methods, including visual, verbal, written, or assistive communication systems.
- *Implementation of evacuation supports such as buddy systems, transport equipment, or evacuation chairs when appropriate.
- *Additional time and assistance during transitions or when movement is restricted.
- *Inclusion of pupils with disabilities in drills with reasonable accommodations that promote familiarity while preserving safety and dignity.

During all Big Five responses—Shelter-in-Place, Lockdown, Evacuation, Secure Campus, and Hold—assigned staff shall assist identified pupils, ensure appropriate supervision, and report student status in accordance with site accountability procedures.

Reunification procedures shall incorporate accessibility considerations and address the medical and supervision needs of pupils requiring additional support.

Public Agency Use of School Buildings for Emergency Shelters

Public Agency use of the school building for emergency shelters will be authorized by the Superintendent/Principal on a case by case basis. The community's primary emergency shelter is the San Antonio Community Betterment Association (aka the Lockwood Community Center).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board believes that a positive learning environment is essential to a quality education. To achieve this goal, school personnel should exercise sound judgment to prevent or protect against behavior which leads to the disruption of learning or which threatens the safety of individuals or property. Ordinarily, suspension should be imposed only when other means of correction fail to bring about proper conduct. School personnel are encouraged to use other interventions or consequences to bring about a change in a student's behavior. It is the intent of the Governing Board that alternatives to suspension be utilized against any pupil who is truant, tardy, or absent from school activities.

Contact the school office for information regarding:

- Alternatives to Suspension
- Education Code: Section 48900-48926
- Education Code Violations and Possible Consequences
- Notice of Suspension
- Suspension Report
- Board Policy 5144

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

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

The District recognizes that harassment on the basis of sex is a violation of both federal and state discrimination laws as well as this District's policy. The District will endeavor to provide to all students and employees an environment free from sexual harassment and will not tolerate such conduct. Any person with a complaint of sexual harassment should immediately report it to a school official.

All complaints will be promptly and thoroughly investigated. Sexual harassment consists of, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

District policies include the definition of sexual harassment, forms of sexual harassment, complaint procedure and the policy communication procedures. The District's sexual harassment policies are distributed at the beginning of the year to staff. Guidelines for conducting investigations are cited in Education Code 48900.2

Suspension- Sexual Harassment: In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the Superintendent/Principal determines that the pupil has committed sexual harassment as defined in Section 212.5

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1-3, under California law. other disciplinary actions or interventions may be taken as appropriate.

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

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to demonstrate personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students have the right to make individual choices from a wide range of clothing and grooming styles, but they must not present a health or safety hazard or a distraction that interferes with the educational process.

Students and parent/guardians shall be informed about the school dress code at the beginning of the year and when revisions are made. A student who violates the dress code shall be subject to appropriate disciplinary action. See Board Policy 5132. Also refer to Dress Code in the San Antonio Elementary Student Handbook posted on the sanantoniousd.org website.

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

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

Arrival: Students walking to school, enter the school via the gate to and from the mobile home park. Students driven to school by parents are directed to park and walk their

child to the front gate or to drop them off at the curb in front of the school. Supervision is provided on the yard from 8:00 a.m. until the start of school at 8:30 a.m. After the bell rings the gates are all locked and all students who are tardy or visitors must knock on the office door to enter the campus. Visitors are asked to sign in and will receive a visitor sticker.

Dismissal: Transitional Kindergarten through eighth grade students are dismissed at 3:00 p.m (2:00 p.m. on Wednesdays). Students waiting for a ride stand by rooms 5 and 6. Parents with young students needing assistance are asked to park in the parking lot, enter via the side walk-through gate and then walk their students to their cars. Once there are no more cars in line for pick up, any remaining students will report to the office to call home and/or wait for their ride.

Students are not allowed to wait in front of the building without supervision.

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

Goal

The district strives to create and maintain a safe, orderly, and positive learning environment for students and staff.

Component:

BE SAFE, BE RESPECTFUL, BE RESPONSIBLE. The school has a specific set of rules and regulations to which each child is oriented, regarding school, yard, and equipment policies. These policies have been formulated for the safety and welfare of all concerned and families are asked to urge their children to obey the rules and regulations. Restrictions will be placed on students who continually fail to follow safety rules. These rules and regulations are reviewed and revised throughout the year.

Before School Rules

- There is no supervision before 8:00 am. Students will not have access to campus before 8:00 am. Under special circumstances, parents may arrange for a student to wait in the office between 7:45 a.m. and 8:00 a.m.

- Parents will drop-off students at the gate.
- When it is determined there is inclement weather, students will go to their classroom or to the cafeteria from 8:00 - 8:30 am.
- Tardy students must report to the office to obtain a late pass.
- Excessive tardies will require a parent meeting with the Superintendent/Principal.

Behavior to and from School

- Urge your child to go home directly after school.
- Have your child at school during the supervised time of 8 a.m. - 8:30 a.m.
- Set a good example for your child by crossing streets properly and obeying traffic laws.
- When waiting, delivering or picking up your child in the vicinity of the school, wait with your car in the pick up line or park in a parking space. The yellow curb in front of the school is for loading and unloading only. Do not park at the yellow curb.

Prohibited Items and Behaviors

All dangerous instruments and weapons are prohibited at school. These items include but are not limited to: firearms, knives, explosive and/or incendiary devices, imitation firearms, or any dangerous device that expels projectiles.

Bringing any of these items to school may result in suspension and/or expulsion. Threats, bullying, fighting, and weapons are all legally prohibited and could result in a student's suspension, expulsion, or the initiation of other legal action.

Please review the San Antonio Union Elementary School District Board Policies for more details.

Bicycles, Scooters, Skates and Skateboards

Bicycles, scooters, skates, roller shoes, and skateboards are not allowed to be used on school grounds. Said items, if used to get to and from school, must be secured in appropriate places such as bike racks or, with prior permission, the school office.

Follow parking lot arrows to exit the campus.

Other Strategies and Programs

Following are additional strategies, activities, and programs related to maintaining a safe and orderly environment conducive to learning at school:

- High expectations for student behavior and achievement
- Fair, firm, and consistent enforcement of school standards
- Staff, student, and parent involvement in school decision making
- Student Recognition Programs
- Student Support Team
- After-school Homework Club
- District/School Website
- Annual Review of the Emergency Preparedness Plan
- Annual Building Safety Inspections
- Playground inspections
- Health/Safety issues given priority for work orders
- Monthly Fire Drills
- Trimester Earthquake Drills
- Shelter in place drills
- Appropriate employee safety training
- Ongoing assessment of safety issues at staff, management, School Site Council, and School Board meetings.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Goal

To create a welcoming environment for all students and staff.

Component:

Hate Crime Reporting Procedures and Policies

For purposes of this Guide, the term "hate or bias crime" is used to describe an offense against persons or property motivated by hate or bias against a victim based on race, ethnicity, national origin, religion, sex disability, or sexual orientation. Violence motivated by such factors seriously threatens the values of the school and the larger community and the physical safety and mental well-being of all of those affected. Examples of hate-motivated crime include threatening phone calls, defacing or destroying personal property or buildings, hate mail, bomb threats, other threats of physical harm and intimidation, physical assault, arson, vandalism, and destruction of religious symbols. Other incidents of harassment, such as racial epithets or graffiti, that occur at school, are also of interest to law enforcement agencies, as well as to school officials, because of their potential for causing dangerous confrontation, disruption of order and public safety, and violent retaliation outside of school property or school hours.

Contact the school if you feel your child may have been a victim of a hate crime.

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Goal

To handle emergency situations with ease.

Component:

Disaster Procedures (EC 35295-35297; GC 8607 and 3100) Disaster Plan (See Appendix C-F)

Service Workers

Disaster Plan (See Appendix C-F)

Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

During any type of disaster or emergency, the safety of students is the first concern. All employees of the San Antonio Union Elementary School District are considered disaster service workers subject to disaster service activities as may be assigned by their supervisors or by the law.

The Standardized Emergency Management System (SEMS) has been adopted by the San Antonio Union Elementary School District to organize and manage emergency situations.

FEMA

The Federal Emergency Management Agency (FEMA) recognizes the Incident Command System, and 29 Code of Federal Regulations 1910.120 (U. S. Occupational Safety and Health Administration) requires its use for certain response situations.

Fire service and law enforcement agencies at all levels in California respond according to the Incident Command System.
School Emergency Plan Elements

- Procedures which minimize injuries and loss of life among students and school staff should a disaster occur during school hours.
- Evacuation Plans: The plan includes a diagram of the school's floor plan and the route each class/office is to use in evacuating the building. This plan must be posted in every room.
- Disaster Procedures which:
 - o Describe the response of staff and students in an emergency
 - o Covers all foreseeable disasters
 - o Establishes a policy for holding or dismissing students
 - o Gives designations of individuals in a chain of command (SEMS)
 - o Assigns specific designated duties to individual school employees
 - o Establishes and communicates the signal and warning systems for different kinds of emergencies.
 - Plans that are developed in cooperation with police, fire or other agencies.
 - Provides for training of staff and students.
 - Provides for classroom instruction of emergency procedures.
 - Provides for drills, evaluations and updates to the plan.
 - Requires documentation of emergency drills.

Element:

Responsibilities and Duties of District Personnel
District Superintendent/Principal

The Superintendent/Principal shall:

1. Annually provide for quarterly earthquake drills at the school sites.
2. Provide for annual building hazard survey.
4. Maintain a group composed of selected employees, parents, and community members to review annually the District's emergency preparedness plan.
5. Inform parents on an annual basis of District policies concerning the release of students.
6. Conduct communications with the county, and state agencies involved in emergency response activities.

Duties of the Superintendent/Principal during a Major Disaster:

1. Establish a command post in appropriate location depending on extent of damage to the District Office.
2. Check status of all District facilities.
3. Confer with the Police, Fire Department, County officials and the appropriate Office of Emergency regarding the situation at each school and in the community or as it is known.
4. Determine a plan for continuation of school following the disaster and inform administrators regarding the plan
5. Communicate to the media and the emergency open line radio station pertinent information for broadcast.
6. Oversee the use of District facilities as mass shelters.
7. Perform SEMS duty as assigned

The Superintendent/Principal shall:

1. Be fully knowledgeable of the District's emergency preparedness plan.
2. Designate a comprehensive chain of command in the event of injury to herself.
3. Establish a plan for the proper storage of emergency supplies and equipment.
4. Annually designate those teachers who will serve in the SEMS system.
5. Establish procedures to protect essential records.
6. Insure that fire exit drills are conducted on a monthly basis
7. Insure that drop-cover-hold drills (earthquake) occur on a quarterly basis
8. Appropriately record the occurrence of each emergency drill.
9. Annually in June, inventory all emergency preparedness materials and submit requisition for replacement to the Business Office.
10. Provide the following information for the Classroom Disaster Plan:
 - a. Personnel assignments and chain of command

- b. Location of emergency supplies and equipment
- c. Situations unique to the site

Evacuation Map

11. Establish all evacuation routes from buildings to evacuation site(s) including alternate routes.
12. Ensure that all teachers have the necessary records, which they will be required to use according to the procedures established in this plan. Including:
 - a. Red backpacks with the appropriate inventory of supplies
 - b. Emergency forms for each student in three locations: Classroom backpack, office, and with emergency supplies.
13. Establish a command post location
14. Establish a plan for the dismissal of students in accordance with the District policy for the dismissal of students
15. Annually review emergency preparedness plans with the staff.

Specific Duties of the Superintendent/Principal during a disaster or earthquake:

1. Assess situation
2. Take such steps as necessary to assess the total school situation
3. Announce the location of the disaster and first aid centers if other than contained in the general plan because of damage or inaccessibility.
4. Direct the implementation of the emergency plan and make appropriate modifications as deemed necessary.
5. Maintain records regarding students sent for treatment to emergency centers other than those contained within the school
6. Release students according to safety and emergency plan
7. Release teachers once all students have been accounted for and released.
8. Perform SEMS duty as assigned

Superintendent/Principal's Communication Procedures:

1. Call 911 if needed.
2. Activate the appropriate emergency response
4. Set up the SEMS system if appropriate.

Dismissal of students:

1. Students will not be released unless it is deemed safe to do so.
2. During an emergency situation students will not be released except in accordance with emergency guidelines.
3. If students are released before regular dismissal time, they must be signed out to a parent or designee listed on the EmergencyForm appearing in person.
4. Each site will have a designated student release area.
5. Each student must be signed out at the release area.

Teacher

Teachers shall:

1. Be knowledgeable of both responsibilities and procedures to be followed according to school plan
2. Conduct earthquake preparedness drills and fire exit drills as required in this plan.
3. Ensure that students have internalized their duties and responsibilities as a result of drills and classroom instructions.
4. Be knowledgeable of all the duties associated with the responsibilities to which they are assigned by the Superintendent/Principal.
5. Maintain required first aid, emergency forms, and other supplies in the red backpack.

Specific Duties of District Teachers:

1. Conduct duck, cover & hold drill with students as required by the emergency plan.
2. Carry out evacuation and assembly procedures as outlined in the plan.
3. Report to the Principal when all students have been properly released or dismissed from school.
4. Remain on duty in the District at the location specified by the Superintendent/Principal or immediate supervisor until specifically authorized to leave.
5. Perform SEMS duties as assigned.

Office Managers

Office Managers shall:

1. Provide for preservation of essential school records by maintaining up to date emergency forms in the classroom, office and disaster supply area.
2. Ensure that the battery operated AM/FM radio is available and in working condition.
3. Monitor all sources of emergency communication including telephone, emergency broadcasts, and communications using the District emergency communication system.
4. Funnel other school staff or adult volunteers to locations where needed as directed by the Superintendent/Principal or designee.
5. Maintain a complete backup set of emergency forms in locations to include: classroom backpacks, office, and with emergency supplies.

Specific Duties of the Office Manager:

1. Report to the Principal for direction.
2. Turn on the radio to the designated station and keep the Principal informed.
3. Perform SEMS duties as assigned.

Custodians

Custodians shall:

1. Know where to turn off water, gas, and electricity and intake valves on water heaters.
2. Know location of earthquake/emergency supplies and equipment.

Specific Duties of Custodian:

1. Check water, gas, electricity for broken lines; if necessary turn off affected utilities.
2. Survey the school and report damage or possible hazard areas to the Superintendent/Principal
3. Mark hazard areas as directed by Superintendent/Principal or designee
4. Assist in emergency or rescue operations as required.
5. Control and disperse emergency supplies.
6. Perform SEMS duties as assigned.

Maintenance

Maintenance Personnel shall:

1. If in a school at the time of an emergency, remain at the site, taking directions from the building Superintendent/Principal.
2. Contact the office to give current location and wait further directions

Bus Drivers

The Bus Driver shall:

1. Be aware of policy concerning transport of students before and after school in the event of major disasters including earthquakes.
2. Be knowledgeable of earthquake procedures in and around the bus.

Specific Duties of the Bus Driver:

1. Report to the office for further directions.
2. Upon arriving at the office, provide the administrator or other management person in charge at that location the names of all students under his/her supervision, their home school, and regular classroom teacher.
3. Contact the office to give current location and receive further directions. Unless and until otherwise directed, remain at the school following the emergency.

All Other Personnel

During the occurrence of any major disaster all other personnel on duty should remain at the site and report to the Superintendent/Principal for direction. If personnel are at large in the district, they should proceed to the nearest site and report to the person in charge for directions.

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)

San Antonio Union Elementary School District Student Conduct Code

The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups:

- (1) Parents.
- (2) Teachers.
- (3) School administrators.
- (4) School security personnel, if any.
- (5) For junior high schools and high schools, pupils enrolled in the school.

Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non classroom hours, and on normal school days.

The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel composed of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school.

It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section.

(b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a).

(c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board.

(d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

The district is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived 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 any other characteristic identified in Education Code (EC) 200 or 220, Government Code 11135, or Penal Code 422.55.

Hate-motivated behavior may be addressed with strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and timely respond to such incidents when they occur.

The district supports collaboration with programs and community organizations to promote an environment where diversity is celebrated, and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

Students shall be provided with age-appropriate instruction that:

1. Includes the development of social-emotional learning
2. Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices
5. Provides strategies to manage conflicts constructively.

As necessary, counseling, guidance, and support shall be provided to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

SAUSD staff will be provided with training that:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, and response to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior
6. Includes effective enforcement of rules for appropriate student conduct

(J) Procedures to Prepare for Active Shooters

The campus shall remain locked from 8:30am until 3:00pm every school day, with the only entrance into the main office. Guests will be let in only after signing in at the administration front desk.

LOCKDOWN/BARRICADE

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 such incidents, students must always remain in designated classrooms or lockdown locations. Do not evacuate until the room is cleared by law enforcement or site administration.

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

LOCKDOWN BARRICADE ACTIONS:

-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 it with a pre-cut piece of dark paper or cardboard.
- Instruct students to stay quiet and out of sight. Relocate and spread out against the wall, least visible to the outside and out of sight of the intruder. Check for injuries and prepare to defend.
- 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 the School Incident Commander will use keys to unlock doors and clear the room.
- If it is 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 the School Incident Commander or law enforcement.
- Do NOT call the 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, escape, and evade.
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for a lengthy stay of 2-4 hours.
- Develop a plan to Escape your room should the Active Shooter or Violent Intruder be able to penetrate your barricade. Also, develop a plan to defend.
- Use Autogenic breathing to calm and help you think out your next steps.
- Avoid texting parents and friends.
- Call 9-1-1.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Unlawful discrimination against a student in a school, program, or activity, including discriminatory harassment, intimidation, and bullying, is prohibited.

This policy should also apply to acts that occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

In addition, cyberbullying is taken very seriously and may be subject to suspension or expulsion. Cyberbullying can be committed while at school, at home or, while coming to or from school, or during a school-sponsored activity. [Education Code (EC) 234.1 and 48900]

Any form of retaliation against an individual who files or otherwise participates in the filing or investigation of a complaint or report regarding an incident of discrimination is also prohibited.

Unlawful discrimination includes physical, verbal, nonverbal, or written conduct targeted at any student by anyone based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, or 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.

Unlawful discrimination also includes the creation of a hostile environment when the prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. [EC 210.7]

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the

provision of opportunities to participate in any school, program, or activity, or the provision or receipt of educational benefits or services, such as prohibiting a student from enrolling in a class or course on the basis of the student's sex.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, should be investigated, and prompt action should be taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, bullying, retaliation in violation of law, policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive. [EC 48900.4]

School personnel should take immediate steps to intervene when it is safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, could be subject to disciplinary action, up to and including dismissal.

Opioid Prevention and Life-Saving Response Procedures

Effective January 1, 2024, all schools serving pupils in grades 7 to 12 are required to include a comprehensive plan for addressing opioid overdose incidents in their CSSPS. The primary objective is to ensure a timely and effective response to pupils suffering from or reasonably believed to be suffering from an opioid overdose.

The district has Naloxone in the office.

The district's strategy for addressing this crisis within its schools and programs include the following.

Training and Awareness:

- Designated school staff members shall undergo training on recognizing the signs of opioid overdose.
- Periodic awareness programs for students shall be conducted to educate them about the dangers of opioid use and the importance of seeking help.

Designated Personnel:

- Identify and designate trained personnel, such as school nurses or other qualified staff members, who will be responsible for responding to potential opioid overdose incidents.
- Provide these designated personnel with the necessary resources and tools, including access to emergency medical services.

Emergency Response Procedures:

- Establish clear and concise procedures for responding to suspected opioid overdose incidents.
- In the event of an overdose, immediately activate emergency medical services by dialing 911.
- Administer first aid as per trained personnel's capabilities, including the use of naloxone.

Naloxone Administration:

- Ensure that designated personnel are trained and authorized to administer naloxone, an opioid antagonist, in accordance with applicable laws and regulations.
- Maintain a supply of naloxone in easily accessible locations within the school premises.

Communication Protocols:

- Establish communication protocols to promptly notify relevant stakeholders, including parents or guardians, following an opioid overdose incident.

Confidentiality and Privacy:

- Safeguard the confidentiality and privacy of students involved in opioid overdose incidents in accordance with applicable laws and regulations.

Documentation and Reporting:

- Maintain accurate records of all opioid overdose incidents, including actions taken, personnel involved, and outcomes.
- Submit required reports to appropriate authorities as mandated by law.

Review and Evaluation:

- Conduct periodic reviews of the opioid overdose protocol to ensure its effectiveness.
- Make necessary updates and improvements based on lessons learned and emerging best practices.

Training Updates:

- Provide regular updates and refresher training for all school staff to ensure they are knowledgeable about the opioid overdose protocol.

Response Procedures for Dangerous, Violent, or Unlawful Activities

When encountering dangerous, violent, or unlawful activities, the primary response procedure is to immediately contact law enforcement by calling 911; further actions depend on the specific situation, including securing the area, protecting yourself and others, and providing details to authorities about the incident and potential suspects.

Key steps to take:

Assess the situation: Quickly evaluate the level of danger, the potential for harm, and the number of people involved.

Prioritize safety: If you are in immediate danger, prioritize your own safety and that of others by moving to a secure location.

Call 911: Immediately contact emergency services and provide accurate details about the situation, including location, nature of the incident, and any suspect descriptions.

Isolate the area: If possible, try to isolate the dangerous situation by containing the area and preventing others from entering.

Provide assistance to injured individuals: If someone is injured, provide first aid if qualified, and ensure emergency medical services are notified.

Follow instructions from authorities: Once law enforcement arrives, cooperate fully and follow their directions.

Specific scenarios and response actions:

Active shooter situation:

Immediately seek shelter in a secure location, lock doors, silence phones, and stay away from windows.

Physical altercation:

Attempt to de-escalate the situation verbally, separate individuals if possible, and call for help if necessary.

Suspicious package:

Do not touch the package, evacuate the area, and notify authorities.

Cyber threats:

Report the threat to appropriate authorities and follow security protocols to mitigate potential damage.

Instructional Continuity Plan

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 2/3/2026 and adopted by San Antonio Union Elementary School District on 2/10/2026 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.

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

1. Communicate effectively with families and students.
2. Maintain instructional continuity through alternate learning modes.
3. Support students' social-emotional, mental health, and academic needs.
4. Preserve attendance-based funding through timely implementation of these procedures.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

Within five calendar days of an emergency, schools will:

- * Conduct virtual or phone-based wellness checks.
- * Distribute engagement packets for students with limited internet access. Distribute Chromebooks and hotspot devices at a designated area.
- * Host virtual class meetings or individual check-ins via platforms like Zoom or Google Meet.
- * Provide asynchronous learning options (e.g., recorded lessons, digital resources).

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
- Class Dojo

In-person communication with district educators and administrators at both planned and as needed convenings.

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.

Process:

- * Initial notification sent to all families within 24 hours of emergency onset.
- * Families can respond via provided contact numbers, emails, or designated communication apps.
- * Weekly updates on the status of school operations and instructional options.
- * Translation services provided for non-English speaking families.

Responsibility:

- * Site administration to manage and monitor two-way communication.
- * Teachers maintain regular communication with students and families via their preferred platforms.

Support for Unique Needs

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

Counselor Check-ins:

- * San Antonio USD contracts with Harmony at Home counseling. Her services will vary based on her availability to connect via online platform. However, all families can access the fee online counseling app, Bright Life Kids or Soluna via The Children and Youth Behavioral Health Initiative (CYBHI). This app is available in English and Spanish.
- * Teachers will reach out individually to support students with identified needs.

Access to Instruction

Timeline for Access to Instruction

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

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

Timeline for Instructional Continuity

- * Within 10 School Days:
- * Implement a full remote learning schedule or reassign students to nearby schools or alternative sites if necessary.
- * Coordinate with neighboring districts and county offices of education for alternative facilities space.

Conditions for Resuming Access to In-Person Instruction

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

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

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards

- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, San Antonio Union Elementary School District 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.

Alternate Modes of Instruction

Remote Learning Platforms:

- * Google Classroom (for assignments, announcements, and resources).
- * Zoom/Google Meet for synchronous instruction.

Asynchronous Options:

- * Recorded video lessons and digital assignments.
- * Printed learning packets distributed through designated pick-up locations or mailed to families

Independent Study Standards

- * Ensure that instructional quality meets or exceeds standards set by independent study programs such as the minimum instructional time per grade level.
- * Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8).
- * Academic progress tracking and regular feedback.

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.

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

Printed learning packets distributed through designated pick-up locations or mailed to families.

Devices and hotspots will be picked up at a designated location or delivered by support staff if necessary.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Remote Learning Platforms:

- * Google Classroom (for assignments, announcements, and resources).
- * Zoom/Google Meet for synchronous instruction.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

San Antonio Union Elementary School District 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:

Criteria for Reassignment:

- * When the home school site cannot safely operate for more than 10 days.

Partnerships:

- * Agreements with local school districts and charter schools to accept reassigned students.

Residency Waiver:

- * Expedite enrollment for reassigned students by bypassing residency requirements.

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.

Two-Way Communication Protocol

Platforms:

- * Social Media
- * Email and SMS Alerts through ParentSquare
- * Phone Calls
- * District and School Websites
- * Flyers

Process:

- * Initial notification sent to all families within 24 hours of emergency onset.
- * Families can respond via provided contact numbers, emails, or designated communication apps.
- * Weekly updates on the status of school operations and instructional options.
- * Translation services provided for non-English speaking families.

Responsibility:

- * Site administration to manage and monitor two-way communication.
- * Teachers maintain regular communication with students and families via their preferred platforms.

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.

Remote Learning Platforms:

- * Google Classroom (for assignments, announcements, and resources).
- * Zoom/Google Meet for synchronous instruction.

Asynchronous Options:

- * Recorded video lessons and digital assignments.
- * Printed learning packets distributed through designated pick-up locations or mailed to families.
- * Chromebook devices and hotspots available for pick up at designated pick-up locations. Delivered by support staff if necessary.

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.

Ensure that instructional quality meets or exceeds standards set by independent study programs:

- * Minimum instructional time per grade level.
- * Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8).
- * Academic progress tracking and regular feedback.
- * Conduct virtual or phone-based wellness checks.
- * Distribute engagement packets for students with limited internet access.
- * Host virtual class meetings or individual check-ins via platforms like Zoom or Google Meet.
- * Provide asynchronous learning options (e.g., recorded lessons, digital resources).

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.

All students will be provided access through printed instructional materials either being picked up or delivered and by Chromebooks and hotspots either being picked up or delivered.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

The Education Resource Specialist will continue to oversee IEP's and ensure service minutes are maintained and documented.

English Learners (EL)

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

EL students will continue to receive their services through printed materials, Zoom, and Google Meets.

Professional Learning

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

Yearly Training Sessions for all staff on:

- * Emergency communication protocols.
- * Remote learning platforms and instructional continuity strategies.
- * SEL and mental health support during emergencies.

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.

Counselor Check-ins:

- * San Antonio USD contracts with Harmony at Home counseling. Her services will vary based on her availability to connect via online platform. However, all families can access the fee online counseling app, Bright Life Kids or Soluna via The Children and Youth Behavioral Health Initiative (CYBHI). This app is available in English and Spanish.
- * Teachers will reach out individually to support students with identified needs.

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

Bottled water available for distribution. Medicines on site available for pick up by parents.

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.

Special education is included in the IEP section. Counseling is included in the well-being and support services section. After school program personnel would be available remotely. Food services would continue with the option for pick up or drop off.

Site-Based Collaboration

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

Site-council meeting, staff meeting, and Board meetings discuss the ICP; contribute to it's development and be part of the implementation.

Return to Site-Based Learning

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

- 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

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into San Antonio Union Elementary School District's Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:
lessons learned from the COVID-19 pandemic and school closure at that time.

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.

In the event an immigration officer enters the school campus, the Superintendent/Principal will be notified. The officer must present a judicial warrant to access student records. The Superintendent/Principal or another member of the administrative team will be the designated staff member to notify staff and parents/guardians.

Required Notification Recipients

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

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

Using the School Website platform, the Superintendent/Principal or other member of the Administrative team will immediately send out a text to the entire staff and to the parents/guardians on the student's contact lists.

Notification Timing

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

The notification will occur immediately to inform all parties of the officer on campus.

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.

The primary consideration of the District is the safety and well-being of the students, employees, and community members. Safety shall take priority over the notification. However, as soon as the situation is deemed safe, notifications will be sent out.

Privacy Constraint

The notification shall not include any personally identifiable information.

The privacy of those involved will be maintained by the Administration team.

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.

The Administration Team (Superintendent/principal, Office Manager, and Financial Manager all have access to Thrill-share, the school website and communication platform. This platform has a grouping for staff and parents/guardians. The group is selected within the system and a message can easily be sent to all of the required recipients.

Resource Provision (Optional but Encouraged)

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

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

Annual Evaluation

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

Public Availability

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

State Guidance

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

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

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

Board Policy (BP 5131.8) Mobile Communication Devices was adopted on May 10, 2022. The policy states that cell phones, smart watches, or other mobile communication devices are not to be used during instructional time and only used on campus in accordance with law and rules of the school site. Under Education Code 48901.5, 48901.7 students shall not be prohibited from using their device in emergencies, perceived threats of danger, when a teacher or administrator grants permission, when determined by a licensed physician, or if put in an individualized educational plan.

This topic was discussed at staff meetings, site-council meeting, and at the District Board Meeting.

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).

1. Authorization by School Personnel

*Consistent with Education Code section 32282(a)(2)(B), which requires procedures for ensuring a safe and orderly environment during emergencies, a teacher or administrator may authorize a pupil to possess or use a smartphone when such use supports student safety, emergency communication, or incident response.

*Authorization may be granted verbally or in writing and may include reasonable limitations related to time, location, supervision, or purpose.

*Staff shall not delay authorization when immediate communication is necessary to ensure pupil safety.

*Following the conclusion of the emergency, standard school procedures regarding smartphone use shall resume unless otherwise directed by school administration.

2. Medical Necessity

*In accordance with Education Code section 32282(a)(1) and applicable health and safety requirements, pupils who require access to a smartphone for health or well-being reasons, as determined by a licensed physician and surgeon, shall be permitted to possess and use the device during emergencies.

*Medical documentation shall be maintained on file with the school office or health office.

*During emergency conditions, no additional approval shall be required for continued access consistent with the documented medical need.

*Staff shall implement this exception in a manner that maintains pupil confidentiality and minimizes disruption to emergency response procedures.

3. Individualized Education Program (IEP) Requirements

*Pursuant to Education Code section 32282(a)(4) and federal and state special education law, pupils whose Individualized Education Programs (IEPs) require possession or use of a smartphone as an accommodation or assistive technology shall be permitted access during all school activities, including emergencies.

*All staff shall comply with IEP-specified accommodations during emergency situations.

*Smartphone use required by an IEP shall not be restricted except when necessary to address an immediate safety risk as directed by emergency responders.

Safety Plan Review, Evaluation and Amendment Procedures

The safety plan is reviewed and updated on an annual basis by the safety committee, sent out to the staff for review, brought to the School Site Council for approval, and to the San Antonio Governing Board for final approval.

Emergency Contact Numbers

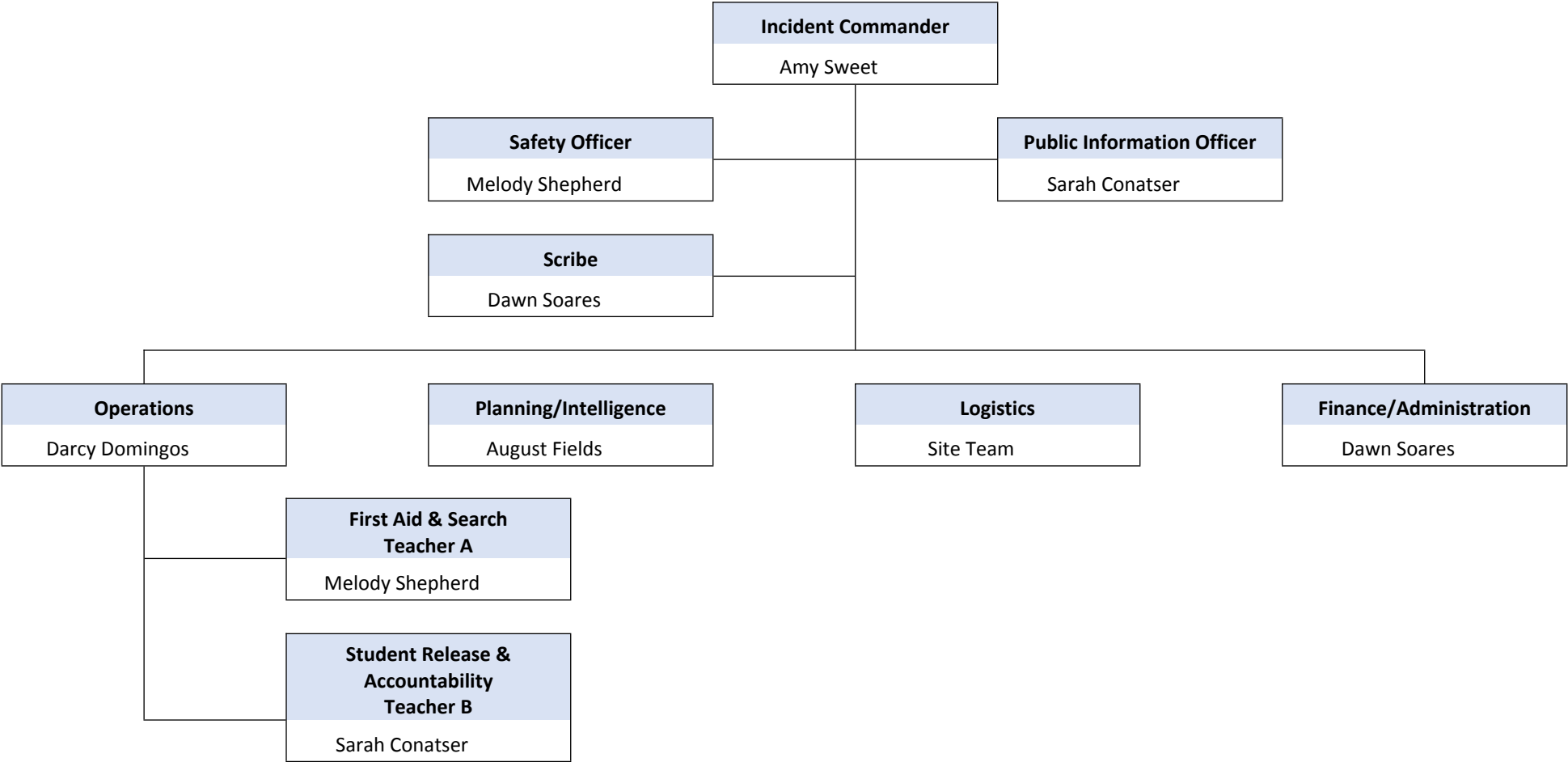
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Emergency Dispatch – Fire, Ambulance/Paramedics, Police	911	
School District	SAUSD	831-385-3051	
	Monterey County Office of Emergency Services	831-796-1901	
	Monterey County Office of Education Emergency Services	831-755-0396	
	Operations Supervisor Department of Emergency Communications	831-769-8886	
	CDF Fire Dept (Lockwood Fire Station)	831-385-4443	

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)
Review and update of school safety plan.	February 2, 2026	San Antonio Elementary
Email draft of school safety plan sent to safety committee members and school site council members	February 3, 2026	San Antonio Elementary
SSC/Safety Committee meeting to review and approve school safety plan	February 4, 2026	San Antonio Elementary
School District Board Meeting- review and approval	February 10, 2026	San Antonio Elementary
Email of final draft of school safety plan to MCOE	February 11, 2026	San Antonio Elementary

San Antonio Union Elementary School District 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

The first response to an emergency is to determine the type or emergency that has occurred. Procedures for different types of emergencies are listed in the following sections.

Step Two: Identify the Level of Emergency

The Big Five is a set of “Immediate Action Responses” intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. School site staff members are trained on a regular basis to become familiar with each action response and be prepared to perform assigned responsibilities. The following describes the “five” major components of the Big Five protocol.

Step Three: Determine the Immediate Response Action

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.

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Dangerous wildlife on or near campus

SHELTER IN PLACE ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows (Students should return to their classroom or their next period class if during transition).
- Take attendance and NOTIFY OFFICE IF ANY STUDENTS ARE NOT PRESENT.
- Keep all students in the classroom until further instructions are received. Allow for free movement within the classroom.
- If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with classroom items (clothing, tape, etc.).
- Wait for another action or, if ALL CLEAR announcement is issued, return to class routine

A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by free officials, law enforcement, or site administration.

DROP, COVER, AND HOLD ON

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
- On-site or nearby, close proximity explosion

Drop, Cover and Hold:

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.”

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 your back to the windows, place your head between your 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 cannot 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.

-When it appears safe to release from COVER, assess any injuries and/or damage and report the status to the 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 (See site evacuation map).

SECURE CAMPUS

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.

SECURE CAMPUS ACTIONS:

-Move to the door and instruct any passing students to return to the assigned classroom immediately.

-Classroom/office doors should be closed and locked

-Continue the class instruction or activity as normal

-Enforce the “no entrance” and “no exit” protocol. Remain in the classroom or secured area and wait for further instructions.

-Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds.

-By classroom phone, cell phone, walkie-talkie, or other means, contact the School Incident Commander to report class location and any absent or missing students.

-Be prepared to escort students to locations on campus for essential need breaks.

-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:

-Bathrooming/Toileting

-Medical Attention/Response

-Mental Health/Wellness Needs/Response

-Staff should maintain situational awareness around the campus during the Secure Campus call. If any suspicious activity is observed, 9-1-1 should be notified immediately.

-Staff and campus populations should be prepared to transition to Lockdown should the situation or danger escalate, and they should be ready to transition to shelter in place as the situation resolves itself. Anyone noticing any danger can escalate to lockdown. No one should de-escalate to shelter in place without the direct permission of the school command post or law enforcement authority.

LOCKDOWN/BARRICADE

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 such incidents, students must always remain in designated classrooms or lockdown locations. Do not evacuate until the room is cleared by law enforcement or site administration.

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

LOCKDOWN BARRICADE ACTIONS:

-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 it with a pre-cut piece of dark paper or cardboard.

-Instruct students to stay quiet and out of sight. Relocate and spread out against the wall, least visible to the outside and out of sight of the intruder. Check for injuries and prepare to defend.

-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 the School Incident Commander will use keys to unlock doors and clear the room.

- 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 the School Incident Commander or law enforcement.
- Do NOT call the 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, escape, and evade.
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for a lengthy stay of 2-4 hours.
- Develop a plan to Escape your room should the Active Shooter or Violent Intruder be able to penetrate your barricade. Also, develop a plan to defend.
- Use Autogenic breathing to calm and help you think out your next steps.
- Avoid texting parents and friends.
- Call 9-1-1.

ESCAPE / GET OFF CAMPUS:

- Only attempt this if confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; move as fast and as far away as you possibly can.
- Find a position of cover or safe place for assembly.
- Guide/encourage others you might encounter on the way to follow you to safety.
- Call 911 immediately to report the location and request emergency services if necessary.
- Once in a safe place – stay there.

PROTECT/DEFEND:

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

EVACUATION

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

EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus and whether it is far enough away in the case of a fire or gas leak but close enough to be reached on foot. Consider also having multiple designated evacuation areas if one is obstructed or otherwise becomes unsafe during an emergency. Ensure a clear, unblocked path onto campus for emergency vehicles.

EVACUATION ACTIONS:

- Leave all belongings and calmly exit the building.
- Gather emergency supplies/materials (Emergency Backpack).
- Take in-room attendance as students are leaving (If possible).
- Ensure the door is closed. Leave the door unlocked if possible.
- 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 stays together en route to the Evacuation Assembly Area.
- According to site protocol, take attendance using evacuation attendance forms once the class is safely in the assembly location.
- According to site protocol, report missing students.
- Remain in the Evacuation Assembly Area until further instruction.

- Wait for another action or, if an ALL CLEAR announcement is issued, return to school buildings and normal class routine.
- Set up a school command post in a safe assembly area.

THINK ON YOUR FEET: LOOK, LISTEN, AND LEAVE - FIRE ALARM

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 the path is safe, evacuate the office or classroom to a designated safe area.

ADAPTATIONS FOR PUPILS WITH DISABILITIES

The Superintendent/Principal or designee, in collaboration with special education teacher or aids, shall identify pupils who require additional assistance during emergencies. Appropriate supports shall be documented, when applicable, in the pupil's Individualized Education Program (IEP), Section 504 Plan, Individual Health Plan (IHP), or other support plan.

Adaptations may include, but are not limited to:

- *Assignment of trained staff and backup personnel to assist pupils with mobility, medical, communication, behavioral, or supervision needs.
- *Maintenance of accessible routes and identification of appropriate shelter, lockdown, and evacuation locations.
- *Access to essential assistive devices, medications, and medical equipment whenever feasible.
- *Use of multiple communication methods, including visual, verbal, written, or assistive communication systems.
- *Implementation of evacuation supports such as buddy systems, transport equipment, or evacuation chairs when appropriate.
- *Additional time and assistance during transitions or when movement is restricted.
- *Inclusion of pupils with disabilities in drills with reasonable accommodations that promote familiarity while preserving safety and dignity.

During all Big Five responses—Shelter-in-Place, Lockdown, Evacuation, Secure Campus, and Hold—assigned staff shall assist identified pupils, ensure appropriate supervision, and report student status in accordance with site accountability procedures.

Reunification procedures shall incorporate accessibility considerations and address the medical and supervision needs of pupils requiring additional support.

Step Four: Communicate the Appropriate Response Action

The Superintendent or Office Staff will communicate the appropriate response or action. A group text message will be set up to communicate effectively without using the speaker or phones in the classrooms in lockdown/barricade situations, otherwise the phone's page feature will be used to communicate.

Types of Emergencies & Specific Procedures

Aircraft Crash

AIRCRAFT DISASTER

San Antonio School District lies within the flight path of the Hunter Liggett Military Airport, which handles many aircraft flights every year, posing a potential hazard to SAUESD students, staff and property.

Specific Hazards: Aircraft incidents could include items falling from passing aircraft or entire aircraft crashing onto or near school property. Falling debris or aircraft may cause injuries to students/staff, or damage to buildings/grounds. There is a risk of explosion and/or fire resulting from spilled fuel or cargo. Fumes from such combustion may be harmful, particularly to those with respiratory ailments.

Note: Accidents or incidents involving planes to/from the Salinas Municipal Airport fall under the jurisdiction of the first responders (police, fire, ambulance) who serve the city as a whole, not Airport security, which handles only those incidents that occur on Airport property.

IN THE EVENT OF AN AIRCRAFT EMERGENCY, ADMINISTRATION WILL CALL 911.

Be prepared for potential for explosions, hazardous fumes or fire hazards related to aircraft incidents.

SHELTER IN PLACE ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows (Students should return to their classroom or their next period class if during transition).
- Take attendance and NOTIFY OFFICE IF ANY STUDENTS ARE NOT PRESENT.
- Keep all students in the classroom until further instructions are received. Allow for free movement within the classroom.
- If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with classroom items (clothing, tape, etc.).
- Wait for another action or, if ALL CLEAR announcement is issued, return to class routine.

Animal Disturbance

Shelter in place.

If Call Fish and Game to report - 1-888-334-2258 or our local officer Matt Gill (831) 212- 5989.

SHELTER IN PLACE ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows (Students should return to their classroom or their next period class if during transition).
- Take attendance and NOTIFY OFFICE IF ANY STUDENTS ARE NOT PRESENT.
- Keep all students in the classroom until further instructions are received. Allow for free movement within the classroom.
- Wait for another action or, if ALL CLEAR announcement is issued, return to class routine.

Armed Assault on Campus

LOCKDOWN/BARRICADE

DRIVE-BY SHOOTING

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations, the perpetrators of drive-by shootings usually leave the scene immediately. Staff members who witness such incidents should, without putting themselves into danger, attempt to get the license plate number and an accurate description of the vehicle, and an accurate description of the shooter(s).

In addition to being shot, students and staff are at risk of being struck by shattered glass or a stray or ricocheted bullet. Though unlikely, a drive-by shooting could also ignite a fire, or rupture gas, electrical or plumbing lines.

Witnesses or victims of drive-by shootings will often suffer from shock.

HOSTAGE SITUATION

If any site becomes involved in a hostage situation, the primary concern must be the safety of students and staff. Individuals who take hostages are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause such people to become violent.

HOSTILE INTRUDER ON CAMPUS / UNAUTHORIZED VISITOR

Hostile Intruder: A hostile intruder is someone who enters the school campus and demonstrates suspicious behavior, including carrying or displaying a weapon.

Unauthorized Visitor: An unauthorized visitor is someone who is not a student or staff member and does not have a visitor badge identifying him/herself visibly worn on his/her clothing. A dangerous person might appear to be someone with a legitimate purpose on campus.

If any stranger on campus is not readily identifiable, or begins to exhibit erratic or dangerous behavior, immediately contact the administration without alerting or alarming students or the suspect and move students to a safe location.

Always err on the side of caution. To reduce the possibility of dangerous persons on campus, all visitors not wearing a visitor's badge (whether parents, volunteers, or strangers) should be directed to the school office for registration.

WEAPONS ON CAMPUS

While weapons of any kind are prohibited on SAUESD campuses, students or visitors (authorized or unauthorized) may violate this policy, either inadvertently or with the intent to intimidate or cause harm to members of the school community.

Your first priority is the safety of students. Do what you can safely do to remove or keep them away from danger. If you feel your life or the lives of others are in jeopardy, do NOT attempt to forcefully relieve a suspect of his/her weapon. Notify authorities and do what you can to ensure the safety of your students and co-workers.

Be alert for the possibility of a hostage situation, gang involvement, accomplices / other students with weapons.

LOCKDOWN/BARRICADE should be followed in each of these situations.

Classroom Teachers and Staff

Notify Administration IMMEDIATELY without alerting student(s) and/or suspect(s) (if at all possible).

Notification should include the following:

- *type or description of weapon

- *whether weapon has been observed/confirmed, or is only suspected

- *identity and description of subject in possession of weapon

- *last known location of subject and/or weapon

- *information about any threats made, including: intended victim(s) and stated or suspected reason for threat

Clear the area of all bystanders/students, and prevent others from approaching suspect or weapon

If warranted, request a LOCKDOWN of the school building.

If the weapon is on an individual, isolate the individual; if the weapon is in a locker or in a backpack, prevent access.

Follow the suspect's directions.

Remain calm, and avoid sudden moves or gestures

Do not attempt to disarm the individual.

Using a calm and clear voice instruct the subject to put the weapon down.

Use the individual's name when addressing the subject.

Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity

If a student reported the weapon, isolate him/her from other students/suspects.

Do not discuss the incident with the public until and unless authorized to do so by AUSD authorities. Refer media requests to the Public Information Officer at the Emergency Command Center (District Office).
When ALL CLEAR has been signaled, lead students back to the classroom.

Site Administration

Assess the situation and CALL 911 to request assistance if necessary.

Declare a LOCKDOWN/BARRICADE as warranted.

Proceed to the location of the weapon, accompanied by at least one other staff member.

If a weapon is found, and if it is safe to do so, an administrator should take possession of and secure the weapon.

If a weapon cannot be safely taken from the suspect, leave that to emergency response personnel. Do not put yourself or others at unnecessary risk.

Treat any firearm as if it is loaded. Point the muzzle down and in a safe direction. Confiscated firearms should be secured in a safe place until they can be turned over to the Salinas Police Department.

Secure a detailed written statement from the suspect and from any other witnesses, including involved staff members.

When the incident has subsided, complete & submit the incident report form.

If the suspect is a student:

While one administrator escorts the suspect to a private area, the other should carry all of his/her belongings at a safe distance. At no time should the student be allowed to put his/her hands in pockets or approach his/her belongings.

The student should be thoroughly searched by an administrator with a reliable adult witness present.

An administrator should search student belongings, including but not limited to book bags, purses, lockers and autos.

Notify the student's parent/guardian and follow discipline steps as outlined in the school handbook.

Office Staff

Handle all media inquiries/communication.

Establish a First Aid station and administer aid as needed.

Biological or Chemical Release

SHELTER IN PLACE

HAZARD MATERIALS / TOXIC SPILL

Industrial and residential chemical spills can pose a serious threat to individual and community health. Traffic accidents involving vehicles transporting gasoline, fertilizers, or pesticides may cause contamination from spilled chemicals. Inattentive use of cleaning supplies or construction materials may result in the release of toxic gasses. Natural disasters, industrial accidents or hostile acts, whether on campus or in the surrounding community, may precipitate the release of hazardous airborne materials that threaten SAUESD students and staff. In case of hazardous material spills, time is of the essence.

In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings. Monitor the Emergency Broadcast System on radio and/or television, and/or monitor print media for updated information and directions. Use the Shelter In Place Procedures whenever possible.

The American Red Cross has financial assistance to help families recuperate from a disaster, and other related losses. Contact the local American Red Cross Monterey-San Benito Counties Chapter at 831-624-6921.

If toxic material may have been ingested, contact POISON CONTROL immediately at 1-800-222-1222.

BIOLOGICAL AND CHEMICAL THREATS

In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings via the Emergency Broadcast System, transmitted over radio and television as well as through print media.

Biological Threats A biological attack is the deliberate release of germs or other biological substances, INCLUDES A PANDEMIC FLU

OUTBREAK that can make you sick. Most of these must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to the school site.

Chemical Threat/Attack: A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment. Signs of a chemical threat include: many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination. Other signs include many sick or dead birds. Fish or small animals are also cause for suspicion. See also "HAZARDOUS MATERIALS / TOXIC SPILL", "WAR-RELATED EMERGENCY"

Bomb Threat/ Threat Of violence

BOMB EMERGENCY (EXPLOSION, BOMB THREAT)

EVACUATION

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A BOMB THREAT exists when a suspected bomb or explosive device has been reported, but not located.

A BOMB EMERGENCY exists if a bomb has been located, or an explosion has occurred. Both situations require prompt action in order to avoid or minimize injuries and property damage.

During any situation involving bombs, **DO NOT USE RADIOS OR CELL PHONES.**

These may detonate the bomb. Use only land-line phones or runners to communicate.

If a bomb threat is made in writing, the note should be turned over as soon as possible to investigators.

If deemed credible, the threat should be reported immediately by calling 911.

If a bomb threat is made by phone, the caller should be kept on the line as long as possible.

Be respectful and attentive, and try to get the following information from the caller:

? detonation time location of bomb(s) number & type of bomb(s) reason(s) for the bomb threat.

Have another person call 911, telling the dispatcher: "This is (name of caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is . Please trace the call."

(This must happen quickly, as a call cannot be traced once the caller has hung up.)

Take note of the caller's voice/speech characteristics (e.g., accent, tone of voice, choice of words) and any background noises that may help investigators identify the caller or his/her location.

The person receiving the call (or receiving the note) should complete a Bomb Threat Report form as soon as possible, detailing as much information as possible about the bomb(s) and the person making the threat.

A BOMB THREAT exists when a suspected bomb or explosive device has been reported, but not located.

A BOMB EMERGENCY exists if a bomb has been located, or an explosion has occurred.

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If a bomb threat is made by phone, the caller should be kept on the line as long as possible.

Be respectful and attentive, and try to get the following information from the caller:

Have another person call 911, telling the dispatcher: "This is (name of caller) from (name of school) . We are receiving a bomb threat on another line. The number of that line is . Please trace the call."
(This must happen quickly, as a call cannot be traced once the caller has hung up.)

IN THE EVENT OF A BOMB EXPLOSION:

DROP, COVER, and HOLD ON- EVACUATE when clear.

Classroom Teachers

Direct students to DROP and take cover during explosion(s).

Evacuate the area surrounding the explosion and all damaged buildings, as directed by authorities (or if immediate danger...)

Do not run. Take an Emergency Backpack.

ADMINISTER FIRST AID as necessary. (See First Aid Guidelines in appendix, below.)

Take Roll to account for all students and staff. Report missing or injured individuals by using the RED / GREEN signal system or by sending runners to the Office when it is safe to do so.

Be alert to the possibility of subsequent explosions, fire, or potential additional explosive devices. Stay away from explosion area and buildings or vehicles. Open areas are best location for gathering/accounting procedures.

Consider alternate evacuation routes and/or off-site evacuation.

Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the explosion site, and away from emergency equipment and fire lanes.

Return to the buildings only when the ALL CLEAR signal is given.

IN THE EVENT OF A BOMB THREAT:

If no apparent danger exists, teachers are to remain with the students in the classroom (or present location) until directed otherwise by the Superintendent/Principal or emergency service providers. Be prepared to evacuate if necessary.

If directed to EVACUATE, quickly move students to designated assembly areas, maintaining a maximum safe distance from the buildings and/or location of suspected bombs. Do not run. Take an Emergency Backpack.

Do NOT use 2-way radios or cell phones, which may ignite an explosive device. Only use landline phones or runners for communication.

Do NOT touch, move, or in any way handle a suspected explosive device.

Stay clear of buildings, trashcans, vehicles and lockers; warn others to do the same.

Site Administration

Superintendent/Principal (or Designee):

Issue order to Evacuate.

Call 911. The dispatcher will ask for information about your location, the type of device in question, etc. Police will dispatch officers and emergency services to the scene.

Activate Incident Command Center. Deploy Emergency Response Teams as indicated.

Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOTS immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.

Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.

When the incident has subsided, complete & submit the incident report form.

Office Staff

Declare school closure(s) as warranted and communicate with parents and community.

Provide support necessary to the site's Superintendent/Principal.

Handle all media inquiries/communication.

Coordinate financing of recovery operations.

Establish a first aid station and administer aid as needed.

Implement student release procedures upon direction by Superintendent/Principal. (Limit release to authorized adults; keep record of students released.)

Bus Disaster

Transportation accidents may involve one or more motor vehicles, pedestrians, bicyclists and/or public or private property. Risks from this type of incident include personal injury such as cuts, burns, broken bones, eye injuries or irritation, concussions, etc. due to collision/impact, flying debris, and evasive maneuvers (e.g., falling while trying to avoid an oncoming vehicle). In addition, there is a risk of hazardous material spills, leaks or explosions of automotive fluids and/or cargo.

Note: Separate procedures apply to transportation accidents involving SAUSD school buses; refer to state-mandated procedures (carried on all school buses). Report bus accidents to the County Sheriff as well as to the SAUSD Department of Maintenance, Operations, Transportation and Safety. Always use an Incident Report Form.

Cardiac Arrest

1. Recognize the Emergency

Sudden cardiac arrest should be suspected if an individual is unresponsive and not breathing or is only gasping. Any staff member who identifies a possible cardiac emergency should immediately call for help and initiate the emergency response.

2. Activate Emergency Medical Services (911)

Direct a specific person to call 911 immediately and provide the school address and exact location of the victim on campus. Assign a staff member to meet emergency responders and escort them to the scene.

3. Begin CPR Immediately

A trained responder should begin high-quality CPR without delay.

If a trained responder is not available, follow instructions provided by the 911 dispatcher until trained help arrives.

4. Retrieve the AED

Send a designated staff member to retrieve the nearest AED immediately.

AED locations shall be clearly marked and communicated to staff annually.

5. Use the AED

Turn on the AED as soon as it arrives and follow the device's voice and visual prompts.

Attach the electrode pads to the individual's bare chest as illustrated on the device.

Deliver a shock if advised by the AED. The device will only recommend a shock when appropriate.

6. Continue Care Until EMS Arrives

Continue CPR and follow AED prompts until emergency medical personnel take over or the individual shows signs of recovery.

Provide EMS with relevant information, including the time CPR began and whether shocks were delivered.

Post-Incident Procedures

Notify the site administrator as soon as possible following the incident.

Complete all required incident documentation in accordance with district procedures.

Ensure the AED is inspected after use and that pads, batteries, or other supplies are replaced promptly.

Conduct a brief internal review to evaluate the effectiveness of the response and identify any needed improvements.

Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

2. Staff will immediately notify the School Administrator.

3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK

DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION

4. The School Administrator will call Security Forces (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the Local District Superintendent of the situation.

Earthquake

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

DROP, COVER, AND HOLD ON

Earthquakes usually strike without warning.
Therefore, earthquake drills should be conducted at least twice a year.

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 your back to the windows, place your head between your 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 cannot 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.
- When it appears safe to release from COVER, assess any injuries and/or damage and report the status to the 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 (See site evacuation map).

Explosion or Risk Of Explosion

DROP, COVER, AND HOLD: & THEN EVACUATE

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.”

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 your back to the windows, place your head between your 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 cannot 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.
- When it appears safe to release from COVER, assess any injuries and/or damage and report the status to the 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 (See site evacuation map).

RISK OF EXPLOSION - EVACUATE

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

EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus and whether it is far enough away in the case of a fire or gas leak but close enough to be reached on foot. Consider also having multiple designated evacuation areas if one is obstructed or otherwise becomes unsafe during an emergency. Ensure a clear, unblocked path onto campus for emergency vehicles.

EVACUATION ACTIONS:

- Leave all belongings and calmly exit the building.
- Gather emergency supplies/materials (Emergency Backpack).
- Take in-room attendance as students are leaving (If possible).
- Ensure the door is closed. Leave the door unlocked if possible.
- 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 stays together en route to the Evacuation Assembly Area.
- According to site protocol, take attendance using evacuation attendance forms once the class is safely in the assembly location.
- According to site protocol, report missing students.
- Remain in the Evacuation Assembly Area until further instruction.
- Wait for another action or, if ALL CLEAR announcements are issued, return to school buildings and normal class routine.
- Set up a school command post in a safe assembly area.

THINK ON YOUR FEET: LOOK, LISTEN, AND LEAVE - FIRE ALARM

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 the path is safe, evacuate the office or classroom to a designated safe area.

Extreme Weather

1. Monitor Weather Conditions

The Superintendent/Principal or designee shall monitor local weather alerts through the National Weather Service, county emergency services, and local authorities to anticipate potentially hazardous conditions such as extreme heat, severe storms, flooding, high winds, wildfire smoke, or other weather-related threats.

2. Establish Communication Systems

The school shall maintain reliable communication methods to notify staff and families of weather-related schedule changes, early dismissal, delayed start times, or school closures.

3. Maintain Emergency Supplies

The school will maintain emergency supplies appropriate to regional risks, which may include water, cooling or warming areas, air filtration where available, first aid kits, and student accountability materials.

4. Staff Awareness

Staff will be informed annually of extreme weather procedures and their responsibilities during an emergency.

Fire in Surrounding Area

SHELTER IN PLACE

Monitor the Air Quality Index (AQI).

Limit or eliminate outdoor activities when AQI reaches unhealthy levels.

Keep windows and doors closed when possible and utilize air filtration systems if available.
Provide alternative indoor activities such as recess and physical education.

Unless the fire is threatening the school, then an EVACUATION will be in order.

Fire on School Grounds

FIRE

EVACUATION

Fires usually strike without warning. During a fire, the greatest immediate hazards to people in or near school buildings are the danger of smoke inhalation, and of becoming trapped in a burning building. Immediate and efficient evacuation is of the utmost importance. Therefore, fire drills will be conducted monthly. Fire drills should always be regarded as actual alarms and treated seriously by all staff and students.

The main objective in a drill is to enable all students and staff to evacuate the building in an orderly manner so that this level of discipline can be relied upon in the event of an actual emergency.

Before a fire strikes, all SAUESD staff should know where fire extinguishers are located, as well as when and how to use them. Everyone in the school should know where fire alarms are located, and how to activate them. Some small fires may be extinguishable through prompt action before fire fighters arrive. If it is safe to do, fight small fires as appropriate with fire extinguishers. Under no circumstances, however, should this be done at the expense of the safety of SAUESD students.

STOP! DROP! ROLL!

If your clothes catch fire, DO NOT RUN! Drop to the ground and roll until the fire is out.

Before a fire strikes, know both primary and alternate evacuation routes and designated assembly areas. Smoke and fumes from combustion may be harmful, particularly to those with respiratory ailments. When evacuating, choose an assembly area up-wind from the fire if at all possible. Do not use elevators for evacuation.

The American Red Cross has financial assistance to help families recuperate from a disaster, and other related losses. Contact the local American Red Cross Monterey-San Benito Counties Chapter at 831-424-4824

Flooding

During heavy rainstorms, 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.

Protocols to contact parents for evacuation should be followed.

Loss or Failure Of Utilities

MAJOR SYSTEMS FAILURE: GAS, HEAT, POWER and WATER

In the event of a utility system failure, the incident must be reported, investigated and rectified. Failures may be localized in a school building or classroom, or they may affect the whole school and/or the surrounding community. Different types of failures call for different responses. For example, an outage as a result of severe weather conditions may require remaining in the building whereas an outage resulting from electrical problems may require evacuation.

Determine why the power is out, and respond accordingly.

If conditions are unsafe (for example, if a natural gas odor is detected, or a circuit/fuse box is sparking or smoldering), EVACUATE students to a safer location.

In case of a GAS LEAK, DO NOT USE CELLULAR PHONES.

Cell phone use is acceptable during other types of outages.

Planned outages

Advanced notice regarding loss of service may be provided by utility companies.

Often these outages will be of short duration and require no special action other than notifying staff of the pending interruption of service.

If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means.

If a school or department is notified directly by the utility company of a planned loss of service, the Principal or designee should inform the District Office (in advance if possible) of the date, time and expected duration of the outage, and alternative means of communication should be agreed upon to ensure communication with the district and families.

Motor Vehicle Crash

TRANSPORTATION ACCIDENT

Transportation accidents may involve one or more motor vehicles, pedestrians, bicyclists and/or public or private property. Risks from this type of incident include personal injury such as cuts, burns, broken bones, eye injuries or irritation, concussions, etc. due to collision/impact, flying debris, and evasive maneuvers (e.g., falling while trying to avoid an oncoming vehicle). In addition, there is a risk of hazardous material spills, leaks or explosions of automotive fluids and/or cargo.

Note: Separate procedures apply to transportation accidents involving SAUESD school buses; refer to state-mandated procedures (carried on all school buses). Report bus accidents to the County Sheriff as well as to the SAUESD Department of Maintenance, Operations, Transportation and Safety.

Pandemic

Risk Assessment and Monitoring:

Regularly monitor local, national, and international health authorities' updates regarding the pandemic situation.

Assess the risk level based on factors such as transmission rate, positivity rate, and prevalence of variants.

Communication Strategy:

Develop a clear communication plan to keep students, parents, staff, and the community informed about the school's pandemic response measures.

Ensure multiple channels of communication are established, including email, text alerts, social media, and website updates.

Hygiene and Sanitation Protocols:

Implement enhanced cleaning protocols for frequently touched surfaces, classrooms, restrooms, and common areas.

Provide hand sanitizing stations throughout the school premises.

Promote regular handwashing among students and staff, and provide guidance on proper hand hygiene techniques.

Physical Distancing Measures:

Arrange classroom seating to ensure adequate physical distancing between students.
Limit the number of students in common areas such as cafeterias, hallways, and libraries at any given time.
Consider staggered schedules or alternating days for in-person attendance to reduce crowding.
Personal Protective Equipment (PPE):

Require the use of face masks or coverings for all students, staff, and visitors while on school grounds.
Provide disposable masks or reusable cloth masks for those who need them.
Educate students and staff on the proper way to wear, remove, and dispose of masks.
Health Screening and Monitoring:

Conduct daily health screenings, including temperature checks, for students and staff before entering the school premises.
Develop protocols for identifying and isolating individuals who exhibit symptoms of COVID-19 or have been exposed to the virus.
Remote Learning Options:

Prepare for the possibility of transitioning to remote learning in case of outbreaks or community spread.
Ensure all students have access to necessary technology and resources for remote learning, including laptops, internet connectivity, and online learning platforms.
Support for Vulnerable Populations:

Develop strategies to support vulnerable populations, including students with underlying health conditions, disabilities, or socio-economic challenges.
Provide accommodations and resources to ensure equitable access to education and support services.
Staff Training and Support:

Provide comprehensive training to staff on pandemic protocols, including hygiene practices, PPE usage, and health screening procedures.
Offer mental health resources and support for staff members dealing with stress and anxiety related to the pandemic.
Collaboration with Health Authorities:

Work closely with local health authorities to coordinate testing, contact tracing, and vaccination efforts.
Follow guidelines and recommendations from public health officials to ensure the safety of the school community.
Continuous Evaluation and Adaptation:

Regularly review and update the school safety plan based on evolving pandemic conditions and feedback from stakeholders.
Conduct drills and simulations to test the effectiveness of response measures and identify areas for improvement.

Psychological Trauma

Crisis management at SAUESD specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Contact the school office at 831-385-3051 for specific procedures relating to crisis management.

Procedure

1. The Superintendent/Principal will contact the Monterey County Behavioral Health and the Monterey County Office of Education for assistance.
2. In collaboration with the Monterey County Behavioral Health and the Monterey County Office of Education the range of crisis

intervention services needed during and following an emergency will be assessed. The Team may determine the need for additional psychological support and will coordinate service supports.

3. Students demonstrating externalized behavior should be isolated from their peers.

4. Ongoing assessment of needs and follow-up services will be reviewed for both students and staff.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The food service employee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The food service employee will notify the Office and Superintendent/Principal who will determine if "911" should be called.
3. The Superintendent/Principal will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The Front Office Team will assess the need for medical attention and provide first aid as appropriate.
5. The school's confidential administrative assistant will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Superintendent/Principal to determine necessary follow-up actions including the need to notify other potentially affected facilities.
7. The Superintendent/Principal will confer with the County Department of Health Services before the resumption of normal operations.
8. The Superintendent/Principal will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

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.

Unlawful Demonstration or Walkout

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc., to the point where the principal determines that the safety of students and staff is jeopardized. The goal is to protect students and all school personnel from injury or harassment until proper help can be summoned, and to keep property losses and damages to a minimum.

Three general categories of events can be considered civil disturbances: peaceful demonstrations and disputes between individuals or small groups (which have the potential to turn violent), and large scale riots or acts of civil disobedience.

Instances of civil disturbance pose a risk for both property damage (broken windows, fences or play structures knocked over or torn down, vandalized cars, trash bins set afire, etc.), and personal injuries (either accidental or intentional). In any situation, staff should be watchful for potential violence, and be prepared to usher uninvolved bystanders to safety. If a LOCKDOWN is required, all staff will be notified by the Incident Commander (Superintendent/Principal or designee).

SAUSD EVACUATION MAP

