

Jackson Elementary School School Safety Plan 2018- 2019



Mission Statement

The goal of the Safe School Plan is to provide all students with educational and personal opportunities in a safe and nurturing environment that will enable them to achieve their potential as students in the Selma Unified School District.

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&
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COMPONENTS OF AN EFFECTIVE SAFETY PLAN

Creating an effective safe school requires having in place many preventive measures for children's mental and emotional problems, as well as a comprehensive approach to early identification of all warning signs that might lead to violence toward self or others. All staff, parents, and members of the community must be part of creating a safe school plan.

Safe School Plan Basics

- Crisis management plan

An effective plan involves all school, district and emergency personnel.

- Student participation

Student involvement is essential in solving and preventing violent acts on school campuses.

- Parent participation

Parents should be encouraged to participate as volunteers for all school functions.

- Partnership between the school and the American Red Cross

In the event of a disaster or other emergencies affecting the public health and welfare, public agencies such as the American Red Cross will use Jackson School for mass care and welfare shelters. The school site(s) to be used will be determined by the superintendent or designee in consultation with the public agency. In such a situation, the school principal and the assistant superintendent of business and support services will be the liaisons between the public agency, the district, and the school community. The principal will utilize the automated call system to inform the school community of pertinent information.

- Partnership between the school and local law enforcement

Law enforcement and school officials should work together to ensure the safety of the school environment.

- Crime prevention through environmental design

Conduct an annual safety assessment of the school facility and provide a detailed diagram of the facility to all personnel.

- Drug and alcohol prevention programs

Utilize and promote to the community the programs that are available.

- School crime reporting and tracking mechanism

Develop a method to report, track and monitor any crime committed on the school campus.

- School security

Supervision of the students and campus as a whole is an essential component.

- Training for school personnel

Annual training is recommended prior to the beginning of school and throughout the course of the year.

- Concise discipline code for all students

Strictly enforce the attendance policy and all other school policies.

THE SAFE FACILITY



Prevention starts by making sure the school campus is a safe and caring place. Effective and safe schools communicate a strong sense of security. Experts suggest that school officials can enhance physical safety by:

- ✓ Supervising access to the building and grounds
- ✓ Reducing class size and school size
- ✓ Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations
- ✓ Traffic flow patterns can be modified to limit potential for conflicts or altercations
- ✓ Closing school campuses during lunch periods
- ✓ Arranging supervision at critical times and having a plan to deploy supervisory staff to areas where incidents are likely to occur
- ✓ Conducting a site safety audit with security or law enforcement experts
- ✓ Prohibiting students from congregating in areas where they are likely to engage in intimidating or aggressive behaviors
- ✓ Having adults visibly present
- ✓ Staggering dismissal times
- ✓ Monitoring the surrounding school grounds

Security & Lighting:

Campus security is coordinated with local law enforcement agencies. The administration office, one wing of our school, and old cafeteria with surrounding classrooms are wired to an alarm system. All video and computer equipment is locked with a steel cable and padlock, minimizing the possibility of theft. There is adequate campus lighting for evening events although the campus is “dark” during evening hours at the direction of the school board. The parking lots have exterior lighting that remains on during hours of darkness. Entry and exterior hallway lighting operates on a timer to provide lighted access for the cook and custodian who arrive early or leave late. For certain field trips, the lights are adjusted for early morning and late return to the school site. An adequate number of signs are displayed around the campus supporting procedures when members of the public are visiting school for a lawful reason. Adults entering the school grounds are asked to report to the office to receive a “Visitor’s” badge before going to the classrooms. The Selma Police Department is notified of any unauthorized persons on campus. District classified employees and substitutes

wear badges for easy identification. Walkie-Talkies are used by yard supervision to communicate with the front office.

School Condition:

A Site Survey is completed each year that identifies the need for any major maintenance and repairs. The custodians can handle minor maintenance. Non-critical maintenance is reported through work requests submitted online to the district office. The school has fencing to protect children from the road. Trees on campus are maintained by the grounds department to prevent dead limbs from causing a hazard to students. The classroom teachers, the custodians, and the principal monitor all classrooms for potential safety hazards.

Playground Equipment & Grounds:

Playground equipment is inspected by the Selma JPA representative on a yearly basis and routinely by the principal to ensure it is in good condition. Doors have safety opening zones painted on the sidewalk and unusually tall steps are painted with a red safety stripe. Dangerous or potentially dangerous conditions are reported to the maintenance department by telephone for immediate repair. Adequate supervision of students also prevents dangerous play on playground equipment. Two yard duty supervisors are available from 7:30 am until 8:15 am when school starts. Students who arrive between 7:30 and 7:45 go into the cafeteria. At 7:45 when most students have finished breakfast, the students are dismissed to the playground. Yard duty supervisors and teachers are on duty during morning recess and during lunch. Campus Aides cover afternoon bus duty and the parent pick-up area. Walkie-talkies are used for communication to the front office.

Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school.

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE unless the local authorities determine evacuation is necessary.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call "911" and will provide the exact location and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

THE SAFE CLASSROOM



Preventative measures start by:

- ✓ Limiting the number of items posted on windows. There may be a time when a police team needs a clear view into your room
- ✓ Keeping aisles clear of students' backpacks and athletic bags for safe and speedy evacuations
- ✓ Setting the tone. Insist that students take disaster drills seriously
- ✓ Putting confidential student health information in an accessible area for easy retrieval in an emergency
- ✓ Posting the classroom evacuation and emergency flip chart in a prominent area
- ✓ Familiarizing yourself with the crisis protocol plan
- ✓ Leaving doors unlocked in the event of an evacuation from a building or classroom
- ✓ Checking the area emergency disaster kit contents, first aid kit contents, flashlight batteries, and radio batteries monthly
- ✓ Keeping clutter to a minimum; in a tornado, for example, flying debris could injure a student.
- ✓ Familiarizing yourself with the location of the nearest fire extinguisher and its proper use
- ✓ Considering keeping a battery operated radio, flashlight and whistle in your classroom or office
- ✓ Seating students with a mobility impairment close to the exit

School Schedule and Safe Practices:

Kindergarten, primary, and upper grades have designated playground and activity areas as well as split lunch and recess schedules. This separation of grades promotes safety for younger students. Regular fire drills are scheduled and are monitored by the school principal. Campus supervision begins at 7:30 am when the first bus arrives where 2 campus aides are in the cafeteria to supervise. Students arriving at 7:30 a.m. report to the cafeteria where the campus aides provide supervision. At 7:45 a.m., students are released to go to the playground where campus aides provide further supervision on the playground, in the hallways, and in the cafeteria. Walkie-talkies are used for communication to the front office by yard supervision, custodian, the program manager, secretary, and principal.

THE SAFE INGRESS AND EGRESS FROM SCHOOL

BEFORE SCHOOL

Students may not enter the school campus before 7:30 AM, as there is no supervision until that time. If a family has a special need, they can contact the principal to discuss the details and possible solutions. The school office opens at 7:30 AM to meet parent and student needs.

Most students arrive by foot and parents drop off and enter the school at the southeast near the cafeteria or the southwest entrance in front of the office. The morning yard duty supervisors supervise students in the cafeteria and then on the playground.

AFTER SCHOOL

Most Jackson students depart by having their parent pick up. All teachers walk their classes to the front of the school. There are two marked crosswalks across the parking lot, and a campus aide crosses students when their parents arrive. The campus aids carry a large stop sign to alert vehicles to stop. When school is out, students must be picked up promptly or go straight home. Jackson also offers the After School Program to “At Risk” students. The purpose of the program is to offer an after school enrichment and intervention program that provides academic and literacy support and safe, constructive alternatives for Jackson students.

An Effective safe environment begins with:

- ✓ Focus on safety of all students
- ✓ Involving all stakeholders
- ✓ Develop a schedule of supervision
- ✓ Setting high expectations and job duties

Transportation:

Jackson students ride the bus, walk or are transported to the school by their parents. Bus rules are provided to all students at the beginning of each school year. A safety orientation is given at the start of each field trip. Any violation of bus discipline results in students being warned and a written notice is sent to parents by the bus driver. The school principal is notified of the violation so that additional emphasis on bus safety can be given to the student. Continued violations could result in the student being suspended from the bus for varying time periods. A bus evacuation drill is scheduled in the fall of each year where students are given a safety orientation and practice evacuating the bus.

THE OPTIMAL LEARNING ENVIRONMENT

Well-functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, fostering positive relationships between school staff and students, and promoting meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development.

Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- ✓ Focus on academic achievement
- ✓ Involve families in meaningful ways
- ✓ Develop links to the community
- ✓ Emphasize positive relationships among students and staff
- ✓ Discuss safety issues openly
- ✓ Treat students with equal respect
- ✓ Create ways for students to share their concerns
- ✓ Help children feel safe while expressing their feelings
- ✓ Have in place a system for referring children who are suspected of being abused or neglected
- ✓ Offer extended day programs for children
- ✓ Promote good citizenship and character
- ✓ Identify problems and assess progress toward solutions
- ✓ Support students in making the transition to adult life and the workplace

A variety of student-centered programs advance the goal of a safe learning environment at Jackson School. Some of these programs include:

- Award Assemblies
- Trimester activities to reward good citizenship
- School breakfast and lunch programs
- Red Ribbon Week
- School Psychologist and Selma Unified Mental Health Clinicians
- Parent Workshops
- Parents' Club
- Reading Intervention Services
- Intervention Support and Progress Team (ISP)
- Student Council / Student leadership team
- After School Program
- Choir
- Yearbook
- Peach Blossom
- Sports (Fall, Winter and Spring)

Adult Staffing:

The staff members at Jackson are: a principal, 2 program manager, 1 program manager assistant, 32 full-time regular education classroom teachers, 2 full-time and 1 half time resource specialist teachers, 1-Designated Instructional Services (speech/language teacher), 1- part-time intervention teachers, 2 full-time intervention teachers, a library clerk, school secretary, office clerk, 3 instructional aides (funded through either special projects or special education), 5 bilingual instructional aides and 4 school custodians.

ELEMENTS OF AN EFFECTIVE SCHOOL

Home & School Connection

Without exception, all the research on effective schools points to the vital importance parents play in the success of any school. Parents who are actively involved in their child's education increase the chances that the child will benefit from school. Schools that communicate regularly with parents increase the effectiveness of parents in working with their children. Educating children must be a partnership between parents and the school. Quality education is a shared responsibility. Parents are encouraged to stay in contact with their children's teachers. Communication is facilitated through parent conferences, monthly newsletters, Back to School Night, Open House, Family Nights, Parent Conferences, School Messenger calls, and Awards Assemblies.

DISCIPLINE POLICY

Our major concern is providing a safe environment in which your child can learn and play. The rules and expectations were created to insure a good learning environment and a safe school. Jackson School has a well-deserved reputation for being a safe school. Even though the majority of students at Jackson exhibit responsible behavior, occasionally discipline is required. Our discipline system is designed to be proactive in nature, to help the student identify why rules are important and to encourage good work and safe play habits.

As students mature, it becomes increasingly important to encourage them to accept responsibility for their actions. We believe that every student has a right to learn and that teachers have the right to teach. This means that the time spent on discipline is time taken away from teaching or learning and that loss of valuable educational time harms everyone. The behavior expectations and consequences for misbehavior are clearly spelled out to each student at the beginning of the school year. Students have the expectations explained to them prior to receiving a consequence. Consequences include loss of privileges and parents being called upon to assist in solving the disruptive behavior.

Certain violations of the California Education Code, such as assault, weapons, facsimile weapons, explosives, arson, or drug violations may require immediate suspension from school and can result in a recommendation for expulsion from Selma schools. Facsimile weapons are toy pistols, guns, knives, or any other toy that looks like a real weapon. State law requires a recommendation for expulsion if they are used in a threatening manner or are used by the student in a manner, which portrays them as being real. Please make sure that such toys are not kept in backpacks or find their way to school. The consequences can be very serious.

The goal of the discipline plan is to encourage students to make the best possible use of the educational opportunity available and to permit others the same opportunity. If you have any questions regarding either the discipline or reward policy, please contact the principal.

Personal Property / Toys: Please keep all valuables at home!

Because searching for stolen property takes away from instructional time, if a personal possession or toy is stolen (or broken), the administrator or teacher may decide not to take away from instructional time to conduct a search.



School Expectations and Rules

WE BELIEVE:

- A. Every student has a right to learn.
- B. Every teacher has the right to teach.

WE EXPECT:

Jackson Huskies are:
Responsible, Respectful & Safe Learners

On the Playground

We...

- Listen to adults
- Wait our turn
- Use kind words
- Hold equipment after the bell rings
- Freeze and melt at the bell

In the cafeteria we...

- Wait your turn
- Walk at all times
- Listen to adults
- Eat the food in our own basket
- Finish food before leaving the cafeteria

In the restroom

We...

- Keep hand and feet to ourselves
- Respect the privacy of others
- Place trash in trash can
- Flush
- Wash our hands

In the Hallway

We...

- Walk on the line

- Walk at all times
- Hold or carry equipment
- Keep our hands and feet to ourselves
- Watch carefully for doors opening

In the Classroom

We...

- Try our best always with a positive attitude
- Come prepared each day
- Actively engage in learning
- Respect other learners and their property

THE FOLLOWING WILL HELP GUIDE STUDENT BEHAVIOR:

- Students out of class during class time or in the halls during recess or lunch must have a pass.
- Students may not be inside a classroom unless an adult is present.
- Students who arrive late or leave early will go to the office first.
- Students may not wear make-up or bring make-up to school.
- When kindergartners are in the kindergarten play yard, other students may not play there.
- When the bell rings, students will FREEZE. When the whistle is blown, all students will line up immediately. Students will CARRY balls to the ball containers.
- Students will use soccer balls, softballs, and kickballs on the grass areas only, away from the play equipment (e.g., rings, swings, slides, etc.).
- There is no rough play (tackling, wrestling, kicking, pushing, etc.).
- Students will not stand or sit on tables and play equipment.
- No pushing others on the swings and **no** jumping off the swings. Use the swings in a sitting position only.

Vandalism

The school policy for dealing with vandalism includes procedures for painting over graffiti before students arrive on campus and replacing broken windows immediately. Financial rewards are provided to students who identify others who create graffiti or cause vandalism. Acts of vandalism

are reported to the district office and to the Selma Police Department. Parents are held liable for the cost of repairs caused by their children.

Prohibition of Sexual Harassment

Sexual harassment of certificated and classified personnel, as well as students, is prohibited by Board Policies 500.28, 600.39, and 400.57, respectively (Attachment D).

District Dress Code

Students, parents, teachers, administrators, campus security, and local law enforcement comprise a Dress Code Committee that acts as an advisory body to review, modify, and make recommendations to change the existing Dress Code. The Dress Code was most recently revised in the summer of 2007. (Attachment).

The Dress Code is in effect during all school hours and at school-sponsored events, with the exception that hats are allowed at public, school-sponsored events, if they are free from symbols relating to gangs, drugs, alcohol, tobacco, obscenities, or other illegal activities.

Assessing School Crime

The school site and district office maintain records of all suspensions. All criminal infractions able to be cited by California Education Code 48900 are included on the suspension forms. The school site administrator is responsible for filing district vandalism reports, and a police report is taken for any act of graffiti and/ or vandalism that occurs on the school site. The district's maintenance department is responsible for filing vandalism and police reports during the winter, spring, and summer recesses.

Procedures for Reporting Hate Crimes

Students are instructed to report any verbal or physical abuse that originates from the dislike of another person, or group of people, based on race, ethnicity, religion, gender, or sexual preference.

Students will report any incidents of verbal or physical assaults to any school employee on campus. The school employee will immediately notify the site administrator, who will take appropriate action based upon investigation and evidence.

Punishment for hate crimes are covered on the existing Report of Suspension forms (Attachment A) under Education Code 48900, subsections (a-1), (a-2), (k), and (q).

Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment will not be tolerated. Bullying occurs when a student is intimidated by verbal or physical conduct or actions. Intimidation refers to actions that may cause fear, humiliation or injury. Harassment is verbal or physical conduct directed at someone's personal characteristics. Victims should always tell the bully to stop.

Students engaging in bullying, intimidation, or harassment will be referred to the principal immediately. Depending on the seriousness of the offence, students may be suspended from school or recommended for expulsion from the district. At the minimum, a student who bullies, intimidates or harasses others will be subject to the following:

- First offense; parent contact, and loss of privilege

- Second offense: parent contact and loss of privilege
- Third offense; intervention meeting with parents and student, behavior plan and bullying contract will be developed and implemented, loss of privilege for up to five days, and possible suspension.
- Subsequent offenses: suspension from one to five days.
- Serious repeat offenders will be recommended for expulsion from Selma Unified School District.



THE WARNING SIGNS OF VIOLENT BEHAVIOR

It has been frequently stated in research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult - whether it is at home, in school, or in the community - the potential for violence is reduced significantly.

Early Warning Signs

- ✓ Social withdrawal
- ✓ Excessive feelings of isolation and being alone
- ✓ Excessive feelings of rejection
- ✓ Being a victim of violence
- ✓ Feelings of being picked on and persecuted
- ✓ Low school interest and poor academic performance
- ✓ Expression of violence in writings and drawings
- ✓ Uncontrolled anger
- ✓ Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- ✓ History of discipline problems
- ✓ Past history of violent and aggressive behavior
- ✓ Intolerance for differences and prejudicial attitudes
- ✓ Drug use and alcohol use
- ✓ Affiliation with gangs
- ✓ Inappropriate access to, possession of, and use of firearms
- ✓ Serious threats of violence

Imminent Warning Signs

- ✓ Serious physical fighting with peers or family members
- ✓ Severe destruction of property
- ✓ Severe rage for seemingly minor reasons
- ✓ Detailed threats of lethal violence
- ✓ Possession and/or use of firearms and other weapons
- ✓ Other self-injurious behaviors or threats of suicide

Notifying Teachers of Dangerous Students

Prior to the beginning of each school year, the site administrator receives from the Pupil Services Department a three-year report of all suspensions that occurred within the district. The student's name, most recent school, the offense, and date of the offense are listed on the report. The site administrator disseminates this information to teachers prior to the beginning of each school year.

Occasionally, a student will be detained through the Juvenile Court system for a criminal offense not associated with the school or the district. The Juvenile Court notifies the Pupil Services Department of any students who are exiting their system and returning to the Selma Unified School District. This information is also provided on the three-year report or suspensions.

For students coming into the district, the school site secretary makes every effort to expedite the process of obtaining cumulative records in order to verify previous disciplinary actions. If violent or dangerous behavior is suspected, the teacher or site administrator may call previous teachers and/or administrators to gather additional information about a student. Local law enforcement agencies may be enlisted to help research any prior criminal activity.

Collaborative relationships have been developed among the city, county, community agencies, and local law enforcement agencies.

We have worked with the Selma Unified Police Department to development and implement a set of common goals and strategies for violence prevention instruction. The school has also worked to develop a Personal Responsibility System as well.

Mandated Reporters



Child Abuse Reporting Procedures

All employees who work with or around children are mandated reporters of child abuse during their normal working hours. This includes classified, certificated, and administrative personnel. No administrator or supervisor shall impede or inhibit a person who wants to make a child abuse report. No person who makes a child abuse report will be subject to any form of sanctions. Any person who prevents or deters a child abuse reporter would be guilty of a criminal infraction and may be subject to a fine of \$5,000.

During the New Teacher Orientation, the Assistant Superintendent informs all new teachers in the district that they are child care custodians and have a legal obligation to report all suspected child abuse. They receive the Board Policy on child abuse reporting in their new teacher handbooks. In August, the principal reviews these procedures with the staff. All staff has been training on their role as mandated reporters.

If a staff member becomes aware of a situation with a student that would fall under the guidelines for mandated reporting, the employee will follow these steps:

- Call Selma Police Department @ 898-2525 to report the alleged incident.
- Call Child Protective Services @ 255-8320. Please make sure to write down the name of the person you spoke to and any case/ reference number you are given.
- Fill out and fax the reporting form to CPS @ 266-2463. This must be done within 36 hours of when you first became aware of the alleged incident.

THE CRISIS MANAGEMENT TEAM



The following people are responsible for the designated areas on campus. The staff located in those areas should work with the identified person when the school is in a crisis situation.

- ✓ Victoria Cuevas, Principal
- ✓ Jeremy Miller, Program Manager
- ✓ Kelly Samarin, Program Manager
- ✓ Alex Rodela, Custodian
- ✓ Tracie Howell, Secretary
- ✓ Eduardo Alvarez, Clerk
- ✓ Rena Martinez, Program Manager Assistant

- ✓ Larry Viau, RSP Teacher
- ✓ Ben Navarrette, Intervention Teacher
- ✓ Sonia Juarez, Health Services

ADMINISTRATIVE ACTION – Code Blue



Code Blue: Lockdown

MOVE IMMEDIATELY TO SECURE BUILDING OR CLASSROOM

When

A lockdown is called when there is **the existence of an immediate, serious threat** against students or faculty of a school. This may include the sighting of someone with a weapon on campus, a threat made against students or staff members, or other imminently dangerous situations that threaten the safety of students and staff.

Alarm: Repeated blasts of bells and whistles by staff members.

While outside the classroom or office

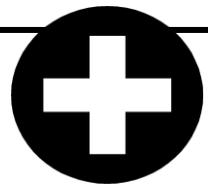
- Immediately return students to the nearest open door. The campus should be cleared within one minute. (Examples of secure buildings on our campus: All classrooms, Library, Cafeteria, Office, Room 1).
- Once inside, follow instructions “While inside classroom or office.”

While inside the classroom or office

- Remain in the classroom or office.
- Reassure students. You set the tone for those in the room.
- Secure inside of classroom (lock doors, close window blinds, keep students away from doors and windows).
- If instructed to do so, have students assume the “Duck and Cover” position.

- Account for all students present. Make a list of students and staff present in your classroom or office. Keep student roll information with you at all times using a manual roll sheet or use the form on the back of the emergency flip chart posted in your room.
- Do not allow students to leave the classroom or to use cell phones or the school phone; do not turn on TV's.
- Render first aid as needed.
- Open doors only to law enforcement personnel, school administrators, or students/staff seeking safety.
- Update 911 if you are currently observing criminal actions or have pertinent information to the crisis (life-threatening injuries, gunman at door). When calling 911, always remember to identify the site and room number from which you are calling. Not all district phones automatically identify specific call locations. For example: "My name is _____, and I am calling from room ____ at *Jackson Elementary School*." Then clearly explain your situation.
- Wait for further instructions

ADMINISTRATIVE ACTION – Code Yellow



Code Yellow: Facility Alert

RETURN TO OR REMAIN IN CLASSROOMS AND OFFICES

When

A facility alert is called when police or other law enforcement agencies have notified administrators that a potentially hazardous situation may reach a district facility. A facility alert is similar to a temporary lockdown; however, in this situation employees must be prepared to evacuate a room when prompted to do so. Examples of Facility alert: *earthquakes, gas leaks, and plane crash*.

Alarm: Repeated ringing of school bell interspersed with all-call "Facility Alert" announcement

While outside the classroom or office

- Immediately return students to class and/or next scheduled classroom.
- Clear hallways, bathrooms, etc. of students.
- Once inside, follow "While inside classroom or office" instructions.

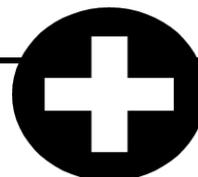
While inside the classroom or office

- Inform students that you are under a "Facility Alert" and that you will remain inside until notified differently.
- Continue normal classroom or office routine. Unless otherwise notified, no outdoor activities should take place. Allow students to use the restroom if accompanied by an adult.
- Take roll. When possible, notify main office of any missing students. Keep roll information with you at all times.
- Do not allow students to leave the classroom unattended.
- Leave doors unlocked, unless otherwise instructed.
- Listen closely for "all-call" messages and check e-mail frequently for additional directions from site administrators. Listen for an all-call announcement, "Will Jane Doe please call the

main office?” This announcement indicates an important e-mail message has been sent to staff.

- Wait for further instruction.

ADMINISTRATIVE ACTION – Code Green



Code Green: Evacuation

IMMEDIATELY EVACUATE BUILDINGS AND PROCEED TO DESIGNATED SAFE

AREAS

When

An evacuation is called when a serious threat exists to students if they remain inside school buildings. Evacuations typically occur in the event of a fire, following an earthquake or other natural disaster, or when it is deemed unsafe for students and employees to occupy a building.

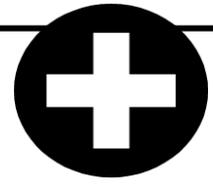
Alarm: In the event of a fire, fire alarm will sound. In the event of any other evacuation, school bell will ring repeatedly, interspersed with all-call announcement: “Evacuate Facility.”

While outside the classroom or office

- Calmly and quietly escort students to designated assembly areas away from the crisis. At our school, this site is the: field areas north and east of the buildings.
- Use common sense; if smoke or fire blocks an evacuation route, move around the obstacle.
- Clear hallways, library, multipurpose room, bathrooms and other non-classroom facilities.
- Once in safe area, follow “While inside classroom or office” instructions.

While inside the classroom or office

- If time permits, be sure to take an accurate roll count using manual form before leaving the classroom.
- Calmly and quietly escort students to designated assembly areas away from the crisis. At our school, this site is the: Field Areas.
- Take the manual roll sheet with you when evacuating the classroom.
- When leaving, doors should be closed but left unlocked to allow emergency crews access.
- Upon arrival in designated assembly area, organize students into groups. At our school, students will be grouped by: Classroom.
- Take roll again. Report any missing students or staff to designated school personnel. At our school, missing students or staff should be reported to the Principal.
- Do not allow students to leave or to make phone calls.
- Wait for further instruction.



Code Black: Rolling Blackout/Power Outage

REMAIN IN YOUR ROOM AND CONTINUE DUTIES AS ABLE

When

Code Black is declared when a district facility has lost power due to a rolling blackout or other energy emergency. Because our energy supplier has guaranteed that loss of power under these circumstances should last no more than one to two hours, district facilities will remain in operation.

Alarm: The principal or site administrator will make an announcement over the all-call system-notifying students and staff that the school is experiencing a rolling blackout or loss of power.

While outside of classroom or office

- Proceed with your normal classroom/office schedule.
- Use whistle or bullhorn as needed to substitute for the ringing of school bells or to make announcements.

While inside of classroom or office

- Proceed with your normal classroom/office schedule.
- If notified of an impending blackout, turn computers, televisions and other electronic equipment off. If time permits, close computer programs and applications before shutting off computers.
- Move students close to windows and doors if needed to provide additional light. If your classroom or office is windowless, move students to an alternate location. Approved alternate locations at our site include: Picnic Tables, Cafeteria
- Dependent upon outside temperatures, open doors for cooling. If heat is excessive, take students outside to a shady area for a short period while continuing lessons.
- Phone system will not be functional to outside phone lines due to lack of power.



School and police officials should respond to a disturbance or crisis in accordance to the level of intensity. The three levels are:

Level 1 Action

- ❖ The crisis or disturbance is confined to one area and without threat to students or staff.
- ❖ School personnel would respond by containing or removing persons involved with minimum interruption.

Responsibility of staff near a disturbance:

1. Prevent students from loitering in the area.
2. Stay calm.
3. Gather names of student witnesses.
4. Assist at redirecting student traffic if necessary.

Responsibility of staff removed from a disturbance:

1. Assume a "business as usual manner" for students.
2. If the classroom environment is such that students insist on sharing knowledge of the incident, then set parameters.
3. Be aware of confidential issues. It would be unwise to inform students, "*The ambulance is here because Rachel had another epileptic seizure...*"
4. Do not allow students to use the phone or leave the room.



- ❖ The disturbance is mobile and/or poses a direct threat to students or staff.
- ❖ The school would remain open, but school officials would isolate the activity or crisis area, detain individuals involved, and terminate the threat of escalation.
- ❖ As many school personnel as possible would carry out school operations during the disturbance.

Responsibility of staff near a disturbance:

1. Remain at the perimeter of the area, and keep students from entering.
2. Stay calm.
3. Refer witnesses to the appropriate offices.
4. Assist at redirecting student traffic if necessary.

Responsibility of staff removed from a disturbance:

1. Assume a "business as usual manner" for students.
2. If the classroom environment is such that students insist on sharing knowledge of the incident, then set parameters.
3. If a student(s) appears to have credible information relating to the incident, then call the office.
4. Do not allow students to leave the room or use the telephone.
5. Assume that the passing bell should be held. DO NOT RELEASE STUDENTS until you hear a bell or receive a signal from a crisis management team member.



Level 3 Actions

- ❖ The disturbance prevents regular school operations to continue.

- ❖ There are serious threats to student and staff safety, and the situation is no longer within the school's control.
- ❖ School would be closed.
- ❖ The crisis management team would request police assistance.
- ❖ Responsibility for controlling the crisis would shift from the administration to the police officials.
- ❖ Responsibility for maintaining safety and order among the students, teachers and staff would remain with the site and district administration.

Responsibility of staff near a disturbance:

1. Remain at the perimeter of the area until released by a site administrator or police officer.
2. Stay calm. Take responsibility for students left in the area.
3. Enact the appropriate Code BLUE or Code GREEN procedures.
4. As you leave the crisis area, sweep for students.

Responsibility of staff removed from a disturbance:

1. Wait for instructions from the crisis management team. You will be informed of the quadrant of campus where the crisis is occurring. You will be told to either:
 - lock down (Code BLUE) or evacuate (Code GREEN).**
2. Take responsibility for the students in your area.
3. Stay calm. Set the tone. Maintain order.
4. Do not speak to the media.
5. Plan to meet with the site administration and other staff members when the crisis has subsided.

SUICIDE



The causes of suicide among young people are many and varied. It is important that you notify a site counselor, psychologist, or administrator immediately if you suspect a student is in danger of harming himself/herself.

Intervention - All Staff

- ❖ Listen. An effort should be made to really understand the feelings being expressed behind the words.
- ❖ Determine, if possible, the intensity or severity of the emotional disturbance.
- ❖ Be a non-judgmental listener who shows interest and support.
- ❖ Ask directly if the individual has considered suicide. Try to discuss this openly and frankly.
- ❖ Do not be misled if the individual admits to seriously considering suicide and then makes light of the issue.
- ❖ Immediately notify parents about your concerns.

When a Suicide Occurs - Administration

- ❖ Identify the crisis and circumstances. Call for medical assistance.
- ❖ Obtain the facts: who, what, when, where, how, and why.
- ❖ If the suicide occurred within a classroom, keep the students who witnessed the event together and away from the scene. Escort students to a "prearranged safe area."
- ❖ Isolate the area.
- ❖ Do not allow students to make telephone calls.
- ❖ If the suicide occurred outside in a common area, take measures to cordon off the area. Redirect student traffic.

SUICIDE



- ❖ Notify parents, and gather information about brothers, sisters, and other close relatives who may be in attendance at the site.
- ❖ Notify the appropriate personnel (Superintendent or Designee).
- ❖ Designate a spokesperson who will meet the media.
- ❖ Draft a statement and develop a timeline for notifying staff members.
- ❖ Meet with staff and give them the facts about the crisis.
- ❖ Identify the media spokesperson. Remind the staff of the district's policy regarding the news media.
- ❖ Arrange for specific rooms to be used to counsel students, teachers, and staff having difficulty dealing with the crisis. Recruit counselors from other schools within the district if the need is high.
- ❖ Provide time for classroom discussion of the crisis.
- ❖ Determine who will go to the family's home, who will send flowers, and who will attend the funeral.
- ❖ Provide both short-term and long-term counseling following the crisis.

BOMB THREATS / EXPLOSIONS



If you receive a bomb threat, get as much information from the caller as possible. Keep the caller on the line, and record or take notes on everything that is said. Notify the administration immediately.

Responsibility of Staff Member Receiving a Bomb Threat

- ❖ Note time the call is received and when the call terminates.
- ❖ Ask exactly where the bomb is located.
- ❖ Ask what the bomb is made of and what type of detonation device is used.
- ❖ Ask when the bomb is due to explode.
- ❖ Ask who is calling.
- ❖ Determine if the caller is male or female.
- ❖ Listen for distinctive accents, background noise, or other sounds that might provide information to the identity of who is calling.
- ❖ Write down everything that is said by the caller.
- ❖ Notify an administrator immediately.

Responsibility of Staff near an Explosion

- ❖ Check immediate area for injured students and staff.
- ❖ Notify the administration of injuries and potentially hazardous structural damage in your area.
- ❖ Determine the safest exit route, and organize students.
- ❖ Instruct students to stay low to the ground, and exit the area as quickly as possible.
- ❖ In the event of fumes, smoke and/or heavy dust, instruct students to cover their mouths with a piece of clothing.
- ❖ After exiting, do not allow students to return to the explosion site.
- ❖ If you are unable to evacuate the area, take responsibility for the students in your vicinity. Stay calm.
- ❖ Stay aware of your surroundings: broken glass, chemical spills, structural damage, gas leaks, etc.

Responsibility of Staff Removed From an Explosion

- ❖ Take responsibility for the students in your area.
- ❖ Do not allow students to leave the room or your general vicinity.
- ❖ Wait for Code RED or Code GREEN directions.
- ❖ Do not allow students to use a telephone.
- ❖ Do not release students if you hear a passing bell. Wait for a signal or call from a crisis management team member.

After an Explosion

- ❖ Prepare students for the possibility of another explosion.
- ❖ Remain in your area until instructed to leave.
- ❖ Report damage, unsafe conditions and injuries to a crisis team member.
- ❖ Videotape or take photos of damage.
- ❖ Prepare to attend a damage assessment meeting when the crisis has subsided.

GUNMAN ON CAMPUS



Please follow these steps:

1. Call 911 immediately
2. Call the office immediately
3. The office will give a code message over page system (Code Blue)

4. Teachers will immediately lock all doors
5. PE teachers will escort students to cafeteria or locker room (whichever is closer) immediately
6. Have students move from windows and go under desks in a duck and cover stance
7. Principal or designee will contact teachers/aides when it is safe to return to normal procedures
8. All contact will be made via telephone system or e-mail

MANAGING A HOSTAGE SITUATION



Responsibility of Staff in Proximity of Crisis

- ❖ Redirect student traffic. Stay calm.

- ❖ Assess the situation without placing yourself in danger.

Try to provide the crisis management team with the following information:

- *Number of individuals involved*
 - *Visible weapons*
 - *Demeanor of intruder*
 - *Anxiety level of hostages*
 - *Demands or rationale for takeover*
 - *Potential for serious injury*
 - *Number of injured staff members or students*
- ❖ Remain at the perimeter of the area until a member of the crisis management team or a police officer relieves you.
 - ❖ Avoid heroics.

Responsibility of the Administration

- Evaluate the situation and gather facts.
- Notify the police and district office.
- Initiate a Code BLUE or Code GREEN action.
- Continue ongoing communication with the police and the crisis management team.
- Station unassigned staff to the campus perimeter to discourage media and other visitors from walking on campus.

Hostage Situation in a Classroom

- ❖ Remain calm. The more intense the situation, the greater the need for calmness.
- ❖ Speak clearly to students. Instruct them to sit, stay calm and remain silent. Reassure panicked students by quietly repeating your instructions. Maintain eye contact with students.
- ❖ Don't threaten or intimidate.
- ❖ Avoid heroics. Keep a safe non-intimidating distance from the intruder.
- ❖ Keep your hands clearly visible and avoid abrupt movements.
- ❖ If the situation permits, calmly ask the intruder what he or she wants. Listen

- ❖ Don't make promises. What you say must be perceived as sincere and believable.
- ❖ Cautiously explain to the intruder that due to the stress level of the situation, you may be required to administer First Aid if a student becomes injured or ill.
- ❖ Ask the intruder if you may use the phone to relay his or her demands.
- ❖ Ask the intruder if students may be dismissed.
- ❖ Ask for permission to answer the telephone if it rings.
- ❖ Continue to calmly reassure students.

FLOODS / FLASH FLOODS



Find out if your school site is located in an area that frequently floods and know the surrounding area's risk. If it has been raining hard for several hours, or steadily raining for several days, be alert

to the possibility of a flood. Floods can take several hours to days to develop while flash floods can take only a few minutes.

Before a Flood - All Staff

- ❖ Plan and practice an evacuation route.
- ❖ Store necessary survival items such as a First Aid kit in an elevated area.
- ❖ Instruct students on the dangers of walking through floodwaters. If it is moving swiftly, even water 6 inches deep can sweep a student off his or her feet.

During a Flood Watch

- ❖ Move valuable classroom items to safe ground if time permits.
- ❖ Prepare students for a possible evacuation by reviewing evacuation procedures.
- ❖ Do not allow students to use the phone or leave the classroom.
- ❖ Wait for instructions from a member of the crisis management team.

During an Evacuation - Code GREEN

- ❖ Unless told otherwise, move students immediately to your designated safe area.
- ❖ If your designated evacuation area is deemed unsafe you will be told to go to another area.
- ❖ Follow the alternate evacuation route closely as shortcuts may be blocked.
- ❖ Instruct students to leave belongings behind.
- ❖ Do not allow students to leave campus or return to the classroom.
- ❖ Take responsibility for students who do not appear to be under the supervision of an adult.
- ❖ Look in your general vicinity for higher ground in the event you see rising water in your area.

After a Flood

- ❖ Do not return to your classroom or office until you hear from a member of the crisis management team.
- ❖ Report damage and unsafe conditions.

EARTHQUAKES



Earthquakes strike suddenly, violently and without warning. Identifying potential hazards ahead of time and advance planning can reduce the dangers of serious injury or loss of life from an earthquake.

To Prepare

- Practice DROP, COVER, AND HOLD ON drills once per quarter.
- Make sure shelves are securely fastened to classroom or office walls.
- Place large or heavy objects on lower shelves.
- Store chemicals (e.g. science lab) and cleaning products in closed cabinets with latches.
- Minimize the number of breakable objects stored on shelves and counter tops.
- Identify safe places in each classroom and office. The safe places are usually under sturdy furniture and against an inside wall.
- Instruct students of the dangers associated with finding shelter near windows, mirrors, pictures and heavy bookcases not secured to the wall.
- Remind students of the danger of aftershocks which can occur hours, days or even months after the first earthquake. Although smaller than the main shock, aftershocks cause additional damage and could bring weakened structures down.

During an Earthquake

1. Take cover immediately and hang on. **Drop, Cover, & Hold**
2. Instruct students to use their arms to protect their head, face and eyes.
3. Remain inside until the shaking stops. The most dangerous thing to do during the shaking is to try to leave a classroom or office. The most frequently reported injuries are from falling objects.

After an Earthquake

- Wait for instructions before leaving the classroom or office.
- Notify the crisis management team immediately of any injuries.
- Do not allow students to use the telephone.
- After evacuation of a room or building, make sure students do not return to retrieve belongings.
- Report any gas leaks, water leaks, fire hazards, or structural damage to the crisis management team immediately.
- Videotape or take photos of damage.

THUNDERSTORMS / LIGHTNING



Some thunderstorms can be seen approaching, while others hit without warning. It is important to learn and recognize the danger signs and to plan ahead. Discuss the following conditions with students and athletes:

Severe Thunderstorm Watch

A severe thunderstorm watch is issued by the National Weather Service when the weather conditions are such that a severe thunderstorm (damaging winds >58 mph or hail >3/4 of an inch) is likely. Remain alert. This is the time to remind students where the safest places are on campus. If possible, listen to a radio or television for further developments.

Severe Thunderstorm Warning

A severe thunderstorm warning is issued when a severe thunderstorm has been sighted or indicated by weather radar. At this point, the danger is very serious and everyone should go to a safe place and wait for directions from the crisis management team.

Before Lightning Strikes

- ❖ Look for darkening skies, flashes of light, or increasing wind.
- ❖ If you can hear thunder, you are close enough to the storm to be struck by lightning.
- ❖ Go to safe shelter immediately.
- ❖ Listen to a battery operated radio or television for the latest storm information.

When a Storm Approaches

- Find shelter in a classroom or building.
- Draw blinds or shades over windows. Stay away from window areas.
- Avoid using the telephone or any electrical device. If possible, unplug computers and other electronic equipment. Television sets are particularly dangerous at this time.
- You DO NOT increase your chances of being struck by lightning if you leave electric lights on.

Protecting Yourself Outside

- Go to a low-lying, open place away from trees, poles, or metal objects.
- Squat low to the ground with your head between your knees. Place your hands on your knees. Make yourself the smallest target possible
- Do not lie flat on the ground. This will make you a larger target

If Someone is Struck by Lightning

- People struck by lightning carry no electrical charge and can be handled safely.
- Call for medical assistance immediately.
- If breathing has stopped, a trained staff member should begin rescue breathing.
- If the heart has stopped, a trained staff member should begin CPR.

TORNADO



When a tornado is coming, you have only a short amount of time to make some very critical decisions. Advance planning and quick response is critical. Discuss with students the difference between a "tornado watch" and a "tornado warning."

Tornado Watch

The National Weather Service issues a tornado watch when tornadoes are possible in your area. Remain alert. This is the time to remind students where the safest places are on campus. If possible, listen to a radio or television for further developments.

Tornado Warning

A tornado warning is issued when a tornado has been sighted or indicated by weather radar.

Danger Sign

- ❖ An approaching cloud of debris can mark the location even if a funnel is not visible.
- ❖ Before a tornado hits, the wind may die down and the air may become very still.
- ❖ Tornadoes generally occur near the trailing edge of a thunderstorm.

During a Tornado – Indoors

1. Move to the center of the room or interior part of the building.
2. Avoid places with wide-span roofs such as auditoriums and cafeterias.
3. Get away from windows.
4. Get under a piece of sturdy furniture.

During a Tornado – Outdoors

1. If possible, get inside a building.
2. Use arms to protect head and neck.
3. If there is no time to find shelter, lie in a ditch or low-lying area or crouch near a strong building.

After a Tornado

- ❖ Turn on a radio or television for the latest emergency information.
- ❖ Do not allow students to use the telephone.
- ❖ Do not allow students to leave the building or room. Wait for instruction from the crisis management team.
- ❖ Upon release, instruct students to stay out of damaged buildings.
- ❖ Report gas leaks, electrical system damage, and water line damage immediately.
- ❖ Videotape or take photos of damage.

EXTREME HEAT



Doing too much on a hot day, spending too much time in the sun or staying too long in an overheated place can cause heat-related illnesses. Know the symptoms of heat disorders and overexposure to the sun. Discuss the following conditions with students and athletes.

Heat Wave

A heat wave alert from the National Weather Service is a prolonged period of excessive heat and humidity.

Heat Index

The heat index is a number that tells you how hot it really feels when relative humidity is added to the actual air temperature.

Heat Cramps

Heat cramps are muscular pains and spasms from heavy exertion and are an early sign that the body is having trouble with the heat.

Treatment

- ❖ Move student to a cooler place.
- ❖ Have student lightly stretch the affected muscle.
- ❖ Have student sip 1/2 glass of cool water every 15 minutes.
- ❖ Avoid liquids with caffeine as it can make the condition worse.

Heat Exhaustion

This condition typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock.

Warning Signs

- ❖ Cool, moist, pale, or flushed skin.
- ❖ Heavy sweating.
- ❖ Headache, nausea, vomiting, or dizziness.

Air Quality Plan

Jackson Elementary School receives information regarding air quality via an email subscription to Daily Air Quality Forecast. We participate in the Air Quality Flag Program, a partnership between the San Joaquin Air Pollution Control District and asthma coalitions and other non-government agencies. The goal of the program is to educate all stakeholders on the quality of the air in a very public way, to proactively protect from air pollution exposure. The flags are posted at the front flag.

FIRE



The school conducts formal/informal monthly fire drills. All students are able to evacuate to safe areas in less than 1 minute. There are fire extinguishers in **every classroom** and in strategic locations around school. Rooms containing extinguishers are marked with signs on the inside of the door. Fire alarms are located in each interior and exterior hallway, although the system is not connected to the fire department. Flammable liquids are stored in fire safe containers in vented storage areas. No flammable liquids are stored near heaters.

Fire strikes suddenly, violently and without warning. Identifying potential hazards ahead of time and advance planning can reduce the dangers of serious injury or loss of life from a fire.

To Prepare

- Practice Fire drills monthly.
- Keep flammable materials to a minimum.
- Store chemicals (e.g. science lab) and cleaning products in closed cabinets with latches.
- Instruct students of the dangers associated with smoke inhalation.

During a Fire

1. Activate the fire alarm
2. Start Code Green Evacuation procedures
3. Notify the office
4. Leave doors unlocked and open
5. Take roll if possible – once in safe area take roll notify Crisis Team immediately if any student is missing

After a Fire

- Wait for instructions before entering the classroom or office.
- Notify the crisis management team immediately of any injuries.
- Do not allow students to use the telephone.

- After evacuation of a room or building, make sure students do not return to retrieve belongings.
- Report any gas leaks, water leaks, fire hazards, or structural damage to the crisis management team immediately.
- Videotape or take photos of damage.

DISASTER SUPPLY KITS



There are several basic items that should be considered for classroom or building disaster kits. Contents should be stored in a large, covered container that is easily accessible. Although it is not necessary to have a kit in every room, it should be noted that knowledge of its location and proper storage could be critical. (Kit for Jackson is Located in the Office and Kitchen)

Disaster Kit Checklist

- ✓ First Aid Kit
- ✓ Copy of the crisis plan
- ✓ Water stored in plastic containers
- ✓ 2-way radio
- ✓ Non-perishable packaged or canned food
- ✓ Non-electric can opener
- ✓ Radio with fresh batteries
- ✓ Flashlight with fresh batteries
- ✓ Blankets
- ✓ Small shovel, wrench, hammer, pliers
- ✓ Pair of work gloves
- ✓ Whistle
- ✓ Plastic sheeting

First Aid Kit Checklist

- ✓ Aspirin or non aspirin pain reliever
- ✓ Sterile adhesive bandages in assorted sizes
- ✓ Assorted sizes of safety pins
- ✓ Cleansing agent/soap
- ✓ Latex gloves
- ✓ Sterile gauze pads in assorted sizes
- ✓ 2 & 3 inch sterile roller bandages
- ✓ Triangular bandages
- ✓ Scissors
- ✓ Tweezers
- ✓ Needle
- ✓ Moistened towelettes
- ✓ Antiseptic
- ✓ Thermometer
- ✓ Tongue blades

Mass Care & Welfare Shelter during a Disaster

In the event of a disaster or other emergencies affecting the public health and welfare, public agencies such as the American Red Cross will use Jackson School for mass care and welfare shelters. The school site(s) to be used will be determined by the superintendent or designee in consultation with the public agency. In such a situation, the assistant superintendent of business and support services will be liaison between the public agency, the district, and the school community. The principal will utilize the automated call system to inform the school community of pertinent information.

Dress Code

Jackson students will be required to follow the Selma Unified Dress Code as outlined below:

SELMA UNIFIED SCHOOL DISTRICT DRESS CODE

Some uniform regulations are necessary in order to maintain order, spirit, scholarship, pride, and discipline in the operation of a school system. The Board of Trustees of the Selma Unified School District approved a revised dress code on 3/27/07 that authorizes school regulations that prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student or to others in the school;
2. Materially interfere with schoolwork, create disorder, or disrupt the educational program;
3. Cause excessive wear or damage to school property;
4. Prevent the student from achieving educational objectives because of blocked vision or restricted movement.

A student violation of this policy is termed willful defiance of the valid authority of the school principal.

A. APPAREL

All clothing shall be neat, clean, and acceptable in repair and appearance sufficient to be worn within the bounds of decency, modesty, and good taste as appropriate for school.

Garments shall be sufficient to appropriately conceal undergarments at all times.

1. Revealing, form fitting, or distracting tops and dresses cannot be worn. Tops and dresses must be modest in revealing the back and chest; for example, muscle shirts, halter-tops, bare midriffs or chests, see-through outfits or off-the-shoulder blouses, and shoulder straps less than 2" wide are not appropriate or acceptable.
2. Shorts, dresses, miniskirts, and skorts are acceptable provided they are no shorter than mid-thigh, are hemmed, and are not form fitting.
3. All sportswear-type shorts, bike shorts (i.e., spandex, nylon), gym shorts, frayed shorts, or shorts with holes are unacceptable. Shorts may be worn for physical education activities and athletic practices, provided they conform to standard dress for those activities.
4. In grades K-12, shoes must be worn and fastened properly. No steel-toed shoes or boots will be allowed. No slippers, house shoes, or other related shoes will be allowed. In grades K-6, shoes are required to have a back or strap that will secure the shoe to the foot. In grades 7-8 and grades 9-12 at Heartland, backless shoes and sandals are acceptable, except for flip-flops, shower shoes, and sandals with a strap between the toes. In grades 9-12 at Selma High School, flip-flops and all sandals are acceptable.
5. Crude or vulgar printing, slander, slogans, symbols, designs, jewelry, or pictures depicting tobacco, drugs, alcoholic beverages, illegal activities, or sexual suggestions are specifically prohibited. Any clothing reflecting gang affiliation is prohibited. Military, paramilitary, or camouflage attire may be worn only by students enrolled in the ROTC program.
6. For grades K-12, no hats or caps may be worn on campus during the regular school day unless a doctor's note is obtained or for special activities pre-approved by the site administrator. For grades K-12, hoods on jackets, sweaters, or sweatshirts may be worn outdoors only in inclement weather.

7. Excessively saggy or loose-fitting clothing is not acceptable.
 - a) Pants and shorts are to be worn at the waist and conform to acceptable standards of appearance. Pants with an extra-long crotch, extending beyond mid-thigh, are not permitted. The bottom of the pant leg may not be excessively frayed or drag on the ground. Pants must be hemmed and not stapled, pinned, taped, or rubber-banded.
 - b) Shirts, coats, jackets, sweaters, and sweatshirts may not be excessively oversized, and the body and arms shall not extend beyond the fingertips.
 - c) Jackets, backpacks, and other apparel depicting professional sports teams and colleges shall not be worn. In grades K-8, city team jerseys that meet the dress code may be worn on Fridays during the season of that sport.
8. Overalls must be worn correctly with both straps fastened over the shoulders.
9. Pajamas are not acceptable, except for spirit days designated by site administrators.
10. Articles of clothing, clothing styles, jewelry, or shoes that present a hazard to the health or safety of the student, or to others in the school are not acceptable.
 - a) Dog chains, dog collars, or the like may not be worn.
 - b) Studded and sharp weapon-like accessories are not permitted.
 - c) No jewelry that pierces the face, tongue, lip, nose, or other body area, except the ears, will be allowed. Multiple piercing of the ears is acceptable. All jewelry must be removed when participating in sports or other physical activities.
 - d) Wallet chains are not permitted.

B. GROOMING

1. Haircuts or hairstyles which feature unusual or extreme colors or shavings to the extent they are disruptive to the educational process are not acceptable.
2. Tattoos and hickey marks are not acceptable and must be covered at all times while the student is on the school grounds.