Orchard School District
Comprehensive School Safety Plan

2020-2022
ORCHARD SCHOOL
DISTRICT ATTENDANCE
PLAN
2020-2022
Orchard School District Attendance Plan:

**Attendance Supervision**

Pursuant to **EC 48200**, every child from the age of six to eighteen in the district is required to attend school regularly in order to make a successful transition to the next grade level and to graduate with a high school diploma. All enrolled students, regardless of age, will be held to the same district school attendance rules. The Governing Board recognizes that a vigilant supervision of attendance to improve attendance rates and graduation rates and to reduce truancy and dropout rates is vital to the learning and achievement of children on the margins of the educational system. Improving student attendance and reducing the dropout rate is a district priority.

Because supervision of attendance is an essential component of an effective school attendance program, the Superintendent will designate a district employee to supervise attendance. For Orchard School District, the Supervisor of Attendance is the Principal or Assistant Principal. The Supervisor of Attendance will be responsible for managing an attendance program that reaches every student, is conducted in collaboration with local resources, uses truancy and dropout data to modify interventions, and shares outcomes with the County Superintendent, all SARB representatives, and the Governing Board.

**Limiting Excused Absences & Eliminating Unexcused Absences**

The Supervisor of Attendance must ensure that the attendance program limits excused absences and decreases unexcused absences. **EC 48205** enumerates the reasons for excused absences, and the Supervisor of Attendance, the Principal, or the SARB may require verification by a school official or physician if absences for health reasons appear excessive and may require prior notice from parents for absences excused for justifiable personal reasons, such as non-emergency appointments or permitted religious instruction or retreats. (EC 46014, 48205) The Governing Board believes that excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out. Therefore, chronic absentees as defined in EC Section 60901 should be monitored to identify students at risk.

**Legal References**

**Education Code**

1740 Employment of personnel to supervise attendance (county superintendent)
2550-2558.6 Computation of revenue limits
37201 School month
37223 Weekend classes
41601 Reports of average daily attendance
42238-42250.1 Apportionments
46000 Records (attendance)
46010-46014 Absences
46100-46119 Attendance in kindergarten and elementary schools
46140-46147 Attendance in junior high and high schools
48200-48208 Children ages six to eighteen (compulsory full-time attendance)
48210-48216 Exclusions from attendance
48240-48246 Supervisors of attendance
48260-48273 Truants
48291 Criminal complaint against parent
48292 Filing complaint against parent
48293 Relating to truants, fine for non-attendance
48320-48324 School attendance review boards
48340-48341 Improvement of student attendance
49067 Unexcused absences as cause of failing grade

**Elections Code**

12302 Student participation on precinct boards
Family Code
6920-6929 Consent by minor

Welfare & Institutions Code
601-601.4 Habitually truant minors
11253.5 Compulsory school attendance

Code of Regulations, Title 5
306 Explanation of absence
420-421 Record of verification of absence due to illness and other causes

Attorney General Opinions

Court Decisions

Management Resources
California Department of Education Management Advisories
0114.98 School Attendance and CalWORKS, Management Bulletin 98-01

California School Boards Association Advisories
0520.97 Welfare Reform and Requirements for School Attendance

School Site Student Attendance:

BP 5113

Attendance Supervision
Parents/guardians of children are welcome partners in improving the school attendance of their children. Communication between the parents/guardians and school is key when monitoring school attendance. The school administrator and other staff responsible for supervising attendance shall use appropriate formal and informal school attendance notifications and shall facilitate open, honest, and blame-free discussions about school attendance before designating students as "habitual truants."

The school administrator and/or any other school staff will conduct full and impartial investigations of all school attendance complaints or referrals and may forward cases of persistent irregular attendance or habitual truancy to the SARB. (EC 48262, 48263, 48290)

School attendance is a community concern, and the school administrator must collaborate with all appropriate agencies, including law enforcement agencies, as partners in the SARB process to meet the special needs of pupils with school attendance or school behavior problems. (EC 48262, 48263, 48291)

Duties of the Supervisor of Attendance and/or Assistant Supervisor(s) of Attendance
The school administrator and/or any other school staff shall have the following duties of monitoring attendance, developing strategies for truancy reduction, and coordinating the School Attendance Review Board:

Attendance Monitoring
1. Act as a resource to school or District staff regarding attendance issues, and provide training, as necessary, related to record keeping for student attendance, early identification of truancy, and data collection for truancy rates, graduation rates, and dropout rates.

2. Collect, analyze, and report truancy data, chronic absentee data, and dropout data as ongoing activities for appropriate school, District, and county personnel to inform decisions about site-level, District-level, and county-level attendance and behavior interventions.

3. Maintain data on the successful transfer of students from and to alternative school programs, charter schools, and other schools in the District.

4. Provide an opportunity for parents or guardians to challenge the accuracy of attendance records that could impact the determination of grades, CalWORKS benefits, or involuntary transfers (EC 49070).

5. For students in private schools, verify that the students’ private schools have filed Private School Affidavits with the State Superintendent of Public Instruction. If a complaint or referral has been submitted regarding the attendance of a minor in a school that has filed a Private School Affidavit, investigate the case by analyzing the student’s private school attendance register. If the private school attendance record is not available or does not show regular school attendance during the days that the private school is maintained during the year, the student shall be referred to the SARB to determine the disposition of the case. (EC 48290, 48222, 48223, 48290, 48291)

Developing and Coordinating Strategies for Truancy Reduction

1. Coordinate truancy-prevention strategies based on the early identification of truancy, such as prompt notification of absences in the parents’ native language, assignments of weekend school instruction, and counseling for truants.

2. Assist school or District staff to develop site attendance plans by providing youth development strategies, resources, and referral procedures. Explain District and county policies, regulations, and procedures.

3. Maintain an inventory of local alternative educational programs and community resources, and employ those programs and resources to meet the differential needs of students with school attendance or school behavior problems. Inform parents/guardians of truant students about alternative educational programs in the District to which the student may be assigned. (EC 48322)

4. Encourage and coordinate the adoption of attendance-incentive programs at school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.

5. Coordinate site-level Student Success Teams (SSTs) or School Attendance Review Teams (SARTs) to reduce truancy and collect data on the outcomes of those meetings at each grade level.

SARB Responsibilities for Dropout Prevention

1. Review the school attendance record and other documentation to determine the adequacy of all cases referred to the school site SARB and to determine if special arrangements or experts will be needed for the meeting. If the case warrants the resources of the SARB panel, schedule a SARB meeting with the parent and the family. If the referral contains inadequate information or if appropriate school-level intervention has not been attempted, remand the case to the school for further work.

2. Ensure that school site SARB meetings maintain high expectations for all students, and ensure that families and youth are involved in selecting resources and services.

3. Refer students with attendance or behavior problems that cannot be resolved by the SARB to the appropriate agency, including law enforcement agencies when necessary. Also, refer parents or guardians who continually and willfully fail to respond to SARB directives or services provided to the appropriate agencies, including law enforcement agencies or the District Attorney’s Office. (EC 48290)

4. Develop and submit follow-up reports to the SARB on all directives and agreements made at the SARB meetings, especially student agreements to attend school or improve school behavior.

5. Collect data and report outcomes on SARB referrals as needed for the annual report to the County Superintendent of Schools, with copies forwarded to the District Superintendent(s) and the Board. (EC 48273)
Orchard Elementary School Site Emergency Plan

2020-2022
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CA School Dashboard 2018-2019

The Orchard School District was founded in 1856 by the early pioneers of Santa Clara Valley and was one of the first schools in San Jose, California. The district has been in existence for over 150 years. The school was founded on the principle of being an independent school that was dedicated to serving the needs of the community. Nested in the heart of Silicon Valley, the former fruit orchards and garden areas have been replaced by business and commercial centers. Today, Orchard School District serves the needs of students in grades Transitional Kindergarten through Eighth grade in a beautiful, modern, state-of-the-art facility that provides a center for both school and community gatherings.

The CA School Dashboard (www.caschooldashboard.org) provides a district overview of the performance of Orchard School District under CA’s accountability system. The accountability system includes a five-part color-coded rating system in which the rating system has blue as the highest rating, followed by green, yellow, orange and red being the lowest in the rating system.

During the 2018-2019, Orchard School District had a total enrollment of 843 students. Based on a review of the CA School Dashboard for the 2018-2019 school year, the following statistics are noted:

- **Chronic Absenteeism:** Orchard School District had a chronic absenteeism rate of 9.7% of students chronically absent during the 2018-2019 school year, which was a 2% increase from the prior year. The CA School Dashboard rating was orange.

- **Suspension Rate:** 2.3% of students were suspended at least once during the 2018-2019 school year, which was an increase of 0.4% from the prior year. The CA School Dashboard rating was also orange.

As a result of the CA Dashboard review, during the 2019-2020 school year, Orchard School District has implemented Positive Behavior Intervention Supports (PBIS) to promote a positive school climate.
SCHOOLWIDE EXPECTATIONS
The Orchard Bruins Behavior Matrix defines how students should behave in all areas of the school campus, and is included at the beginning of this handbook for both students in grades TK – 8. The Behavior Matrix is based on common principles that we foster at Orchard School.

For TK-8 grades, Orchard Bruins are:
- Prepared
- Attentive
- Working together
- Safe

All students are responsible for the following:
- Respect the personal rights and property of others.
- Follow all school and classroom rules and limits.
- Respect the authority of the principal, teachers, and school staff.
- Attend school regularly, report to school on time, and be prepared each day with books, pencils, and homework.
## Orchard School TK-8 Bruins Matrix

<table>
<thead>
<tr>
<th>BRUINS are</th>
<th>Restroom</th>
<th>MS Quad/Elementary Pods</th>
<th>Front/District Office</th>
<th>Outside/Playground</th>
<th>Cafeteria</th>
<th>Library/Computer lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared</td>
<td>• Use the restroom before school, at recess, lunch, and after school</td>
<td>• Know and go directly to your destination</td>
<td>• Know why you are going there</td>
<td>• Bring your coats, snacks, and playground equipment</td>
<td>• Know your lunch number (4th-8th)</td>
<td>• Have your books and materials</td>
</tr>
<tr>
<td></td>
<td>• Not allowed before school or during recess</td>
<td>• Clearly state why you are there</td>
<td>• Get everything you need the first time through</td>
<td>• Not allowed before school or during recess</td>
<td>• Have all your belongings that you need</td>
<td>• Eyes, ears, and brains turned on</td>
</tr>
<tr>
<td></td>
<td>• Only enter a Pod with a teacher</td>
<td>• Have all your belongings that you need</td>
<td>• Line up quietly</td>
<td>• Only enter a Pod with a teacher</td>
<td>• Know why you are going there (4th-8th)</td>
<td>• Work diligently</td>
</tr>
<tr>
<td>Attentive</td>
<td>• Use a quiet voice</td>
<td>• Stay with your class</td>
<td>• Walk to the front office/district office</td>
<td>• Walk, unless you're on the playground</td>
<td>• Eat your own food</td>
<td>• Actively listen</td>
</tr>
<tr>
<td></td>
<td>• Throw trash away</td>
<td>• Stay in designated areas, behind the lines</td>
<td>• Use inside voices</td>
<td>• Use equipment responsibly and return</td>
<td>• Use inside voices</td>
<td>• Use inside voices when allowed</td>
</tr>
<tr>
<td></td>
<td>• Wash your hands</td>
<td>• Wait patiently</td>
<td>• Wait patiently</td>
<td>• Eat at tables</td>
<td>• Rais hand to leave</td>
<td>• Work diligently</td>
</tr>
<tr>
<td></td>
<td>• Flush the toilet</td>
<td>• Clean up after yourself</td>
<td>• Listen to Yard duties</td>
<td>• Pick up trash when you see it</td>
<td>• Dump trash quietly and carefully (stack red baskets)</td>
<td>• Work diligently</td>
</tr>
<tr>
<td></td>
<td>Working Together</td>
<td>• Report problems</td>
<td>• Help younger students</td>
<td>• Clean up your area</td>
<td>• Help others clean if they drop something</td>
<td>• Put materials away</td>
</tr>
<tr>
<td></td>
<td>• Wait your turn</td>
<td>• Pick up trash as you walk by</td>
<td>• Share responsibilities with others</td>
<td>• Help others clean if they drop something</td>
<td>• Use manners and kind words</td>
<td>• Leave the area cleaner than you found it</td>
</tr>
<tr>
<td></td>
<td>• Clean up after yourself</td>
<td>• Use a &quot;six inch voice&quot;</td>
<td>• Use positive, kind words</td>
<td>• Follow library/computer lab procedures</td>
<td>• Follow library/computer lab procedures</td>
<td>• Work diligently</td>
</tr>
<tr>
<td></td>
<td>• Do not disrupt classes</td>
<td>• Help others clean if they drop something</td>
<td>• Pick up trash when you see it</td>
<td>• Take turns</td>
<td>• Treat others as you would like to be treated</td>
<td>• Follow library/computer lab procedures</td>
</tr>
<tr>
<td></td>
<td>Safe</td>
<td>• Keep hands, feet, and eyes to yourself</td>
<td>• Stay in your designated area</td>
<td>• Keep your hands and feet to yourself</td>
<td>• Keep your hands and feet to yourself</td>
<td>• Treat others as you would like to be treated</td>
</tr>
<tr>
<td></td>
<td>• Always walk</td>
<td>• Hold the door for others when entering</td>
<td>• Show good sportsmanship</td>
<td>• Hold the door open for the next person</td>
<td>• Hold the door open for the next person</td>
<td>• Push in your chair</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to yourself</td>
<td>• Follow directions</td>
<td>• Treat others as you would like to be treated</td>
<td>• Take turns</td>
<td>• Be seated before you start eating</td>
<td>• Follow library/computer lab procedures</td>
</tr>
<tr>
<td></td>
<td>• Walk in dry areas</td>
<td>• Keep hands, feet, and belongings to yourself</td>
<td>• Keep your hands and feet to yourself</td>
<td>• Always walk</td>
<td>• Start eating</td>
<td>• Treat others as you would like to be treated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hold the door open for the next person</td>
<td>• Be seated before you start eating</td>
<td>• Always walk</td>
<td></td>
<td>• Push in your chair</td>
</tr>
</tbody>
</table>
BULLYING

Bullying of any kind, which includes repeated physical, verbal or emotional harassment, is strictly prohibited. This may include, but is not limited to: spreading rumors, posting disparaging content on social network websites or apps, and texting or leaving harassing phone messages. The Orchard School Board of Education has adopted policy (OSD BP 5131) which addresses this serious issue. This behavior is taken very seriously, and students who engage in bullying will be severely punished, possibly including suspension and referral to law enforcement.

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

(cf. 5145.2 - Freedom of Speech/Expression)

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.
Bullying Prevention

To the extent possible, school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

As Appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at the school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints
Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for any student who engages in an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion, in accordance with district policies and regulations.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
32283.5 Bullying; online training
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime
647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age
COURT DECISIONS


Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012

Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Bullying at School, 2003

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

CSBA: http://www.csba.org

California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss

Common Sense Media: http://www.commonsensemedia.org

National School Safety Center: http://www.schoolsafety.us

ON[the]LINE, digital citizenship resources: http://www.onthelineca.org


Policy ORCHARD ELEMENTARY SCHOOL DISTRICT

adopted: February 26, 2013 San Jose, California, revised: March 27, 2018
DISCIPLINE REFERRALS

Student behavior is positively reinforced. All efforts will be made by the Orchard staff to recognize and award improved and appropriate student behavior. These efforts may include:

- Classroom recognition by teacher
- Parent contact by teacher or principal/assistant principal
- Continued positive counseling by teacher or principal/assistant principal
- Good behavior certificates awarded by the staff
- Recognition Assemblies

In the event that a major school or classroom rule infraction occurs, a discipline referral may be issued. Consequences for major rule infractions may include any of the following:

- Warning
- Loss of one or more recesses
- Detention
- Community service
- Parent shadow
- Removal from classroom by teacher or principal/assistant principal
- In-School Suspension
- Parent contact/meeting
- Student behavior contract
- Referral to school counselor
- Conflict Resolution
- Suspension by the principal/assistant principal from the school
- Expulsion from school

In ALL major rule infractions, parents will be notified. Parents of students who are suspended from the classroom or from the school will always be notified.

DRESS CODE

Students must be dressed appropriately for school so that the student dress and appearance cannot be hazardous to the health and safety of anyone in the school, nor can it be disruptive to the learning process. The following are guidelines:

1. Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or of a sexual nature, which bear drug, alcohol or tobacco company advertising, gang affiliations, promotions and likeness, or which advocate racial, ethnic, religious prejudice.

SERIOUS VIOLATIONS

Suspension or expulsion may result from any of the following acts:

EDUCATION CODE §48900
(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(a) (2) Willfully used force or violence upon the person of another, except in self-defense. [Battery]
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind, including the prescription drug Soma.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind, including Soma, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property, including electronic files or databases.
(g) Stole or attempted to steal school property or private property, including electronic files or databases.
(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Aided or abetted the infliction, or attempted infliction, of physical injury to another person; may be suspended but not expelled.
(q) Engaged in, or attempted to engage in hazing as defined in §32050.
(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act specifically toward a pupil or school personnel.
(s) A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity.

EDUCATION CODE §48900.2
Committed sexual harassment as defined in §212.5.
EDUCATION CODE §48900.3
Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of §233.
EDUCATION CODE §48900.4
Engaged in harassment, threats, or intimidation.
EDUCATION CODE §48900.7
Made terrorist threats against school officials or school property, or both.
EDUCATION CODE §48915(a)(5)
Committed assault or battery (as defined in PC 240 & 242) upon any school employee.
California Penal Code 417.27
(b) Possession of laser pointer.

PLEASE NOTE: DURING THE PERIOD OF SUSPENSION FROM SCHOOL, THE PUPIL MUST NOT BE ON OR NEAR SCHOOL CAMPUS AND IS NOT ALLOWED TO ATTEND ANY SCHOOL RELATED ACTIVITY.
ORCHARD COMMUNITY RESOURCES

ACADEMIC RESOURCES AND SUPPORTS

School Library
All classrooms are scheduled to visit the library on a regular basis throughout the school year. Students are encouraged to check out books on a weekly basis.

SORA Digital Library
Beginning in the 2019-20 school year all students will have access to a digital library. The library can be accessed year round/24 hours a day from any digital device (tablet, phone, computer). Once the book is checked out the student will have access to it for two weeks and at the end of the two weeks the book will automatically return to the digital library.

Access to Online Programs
Students will have access to a variety of online programs to enhance skills being taught in the classrooms at Orchard.

Benchmark Assessments
Students will take two assessments each year that will provide both the teacher and family feedback on student progress in Language Arts and math.

Student Success Team (SST)
If a student is struggling at Orchard, he or she may be referred by the teacher to SST. There is a detailed description of the SST purpose and process at the end of this resource section.

Extended Learning Opportunities
Each year Orchard strives to provide students with extended learning opportunities. We offer afterschool programs that enrich the lives of our students (i.e. Sports, Dance and Starting Arts) as well as afterschool academic intervention programs. In addition to afterschool programs, Orchard offers summer learning opportunities. Students in grades third through eighth can experience math and students in the middle school can take a course in computer science. Each year we look for additional opportunities for summer learning.

MENTAL HEALTH RESOURCES AND SUPPORTS

Support Staff
Orchard now offers a variety of mental health support staff including: full time school psychologist, a psychologist intern and a full time counselor. Services may include facilitating social and emotional services, conducting parent workshops and coordinating services with individuals and groups, risk assessment, crisis response, and SST facilitation.

Bruin Zen Den
The Bruin Zen Den is our new sensory room and will be located in Room 5 on the elementary side of campus. The room is designed to assist students of all ages with self-regulation. At times, students come to school and may be feeling tired, anxious, worried, afraid, frustrated or even hungry. If a student is experiencing feelings that make it difficult to participate successfully in the classroom may have an opportunity to go to the Bruin Zen Den to regulate their feelings and behavior.

COMMUNITY RESOURCE CENTER

We are excited to announce the opening of our new Community Resource Room. The room will be located on the middle school side of the campus in room 40. The room will be used for parent meetings, parent workshops and to provide families with a variety of resources. Below are some of the possible free resources that will be available in the 2019-20 school year.

- Computer and printer available for use during hours the Center is open
- Parent classes
- Assistance with completing forms and information on school programs and procedures
- Translation services
- Libraries for adults and children
- Food pantry
- Clothing closet
- New shoes
- School supplies
- Haircuts
- Free eye exams and glasses for students in need
- Medical and dental services
- Mental health services
STUDENT SUCCESS TEAM

What is the Student Success Team?
A Student Success Team (SST) consists of school personnel knowledgeable about the student, the parent(s)/guardian(s), and when appropriate, the child. The SST uses a positive, problem solving intervention process to review the student’s individual strengths and needs in order to develop strategies for addressing those needs. The philosophy is based upon the belief that the school, home, and community need to work together to assist the student with obstacles that become evident in the school setting.

How is a student referred for an SST meeting?
Usually the classroom teacher makes the initial referral and indicates that the student’s learning, behavioral, and/or emotional needs are not being adequately met under existing circumstances. Parents may also refer their child for Student Success Team consideration.

SAFETY AND CRISIS RESPONSE

Crisis may range in type, magnitude, and other factors that may impact students’ educational functioning. Crisis or safety response may result from natural (e.g. earthquake) or human caused (e.g. accident) events. Orchard uses a comprehensive safety plan and trained staff to support individual, classroom, and campus levels of intervention as ruled necessary by our safety and crisis response teams.

RISK ASSESSMENT

When an individual student is identified by a staff person or self-referred as a potential safety risk to self or others, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, an administrator or other administratively designated professional will fill this role until a mental health professional can be brought in.

For students returning to school after a mental health crisis, a school employed mental health professional, the principal, or designee will meet with the student’s parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student’s readiness for return to school.

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student’s parents or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. The parent or guardian will be provided with recommendations for next steps to support their student.
Uniform, Williams and Other Complaint Procedures

Nondiscrimination/Harassment/Intimidation/Bullying

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the District’s academic and other educational support programs, services, and activities. The Board prohibits, at any District school or school activity, unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) of any student based on the student’s actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination (such as discriminatory harassment, intimidation, and/or bullying). This prohibition on discrimination (such as discriminatory harassment, intimidation, or bullying) applies to all acts related to a school activity or school attendance.

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle formal, written uniform complaints regarding discrimination (such as discriminatory harassment, intimidation, and/or bullying) and to answer inquiries regarding the District’s nondiscrimination policies:

Superintendent
Orchard School District
921 Fox Lane, San Jose CA 95014
(408) 944-0397

Any student who feels that he/she has been subjected to discrimination (such as discriminatory harassment, intimidation, or bullying) can immediately contact the Coordinator, the principal, or any other staff member to report such activity. In addition, any student who observes any such incident may report the incident to the Coordinator, principal, or any other staff member, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination (such as discriminatory harassment, intimidation, or bullying) shall report the incident to the Coordinator or principal, whether or not the victim files a complaint. In addition, the observing employee shall take immediate steps to intervene when safe to do so.

The identity of a complainant alleging discrimination (such as discriminatory harassment, intimidation, and/or bullying) shall remain confidential, as appropriate.

Upon receiving a formal, written complaint of discrimination, staff members should forward the complaint to the site Principal, who will then forward the complaint to the Coordinator. The Coordinator shall investigate the complaint in accordance with the District’s Uniform Complaint Procedures, or shall designate another individual to conduct such an investigation. Following receipt of the District’s report, complainant’s appeal rights are as specified in the District’s Uniform Complaint Procedures.

Orchard School District

ANNUAL NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES (UCP) 2019-2020

For students, employees, parents/guardians, school, and appropriate private school officials, and other interested parties Orchard School District has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

The Orchard School District shall investigate all allegations of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the LEA, which is funded directly by, or that receives or benefits from any state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws related to:
Consolidated Categorical Aid Programs
Child Care and Developmental Programs
Child Nutrition Programs
Special Education Programs
Foster Youth
Homeless Youth

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fee complaint shall not be filed later than one year from the date the alleged violation occurred. Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Name* and/or Title: Wendy Gudalewicz/Superintendent
Unit or office: District Office
Address: 921 Fox Lane, San Jose, CA 95131
Telephone: 408-944-0397

The Superintendent may assign secondary compliance officers to investigate and resolve complaints.

*Complaints of noncompliance with laws relating to pupil fees are filed with a principal of a school. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees.

Complaints alleging discrimination (such as a discriminatory harassment, intimidation, or bullying) must be filed within six (6) months from the date the alleged discrimination occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination unless the time for filing is extended by the superintendent or his or her designee.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The LEA person responsible for investigating the complaint shall conduct and complete the investigation in accordance with sections 4680-4687 and in accordance with local procedures adopted under section 4621.

The complainant has a right to appeal the Orchard School District’s Decision to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving the Orchard School District’s Decision. The appeal must include a copy of the complaint filed with the Orchard School District and a copy of the LEA’s Decision. Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the Orchard School District’s complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions, and restraining orders. A copy of the Orchard School District’s UCP policy and complaint procedures shall be available free of charge. The UCP procedures, including the rights of foster and homeless youth, are posted at the school site.
Williams and Uniform Complaint Procedures Form

Last Name __________________________ First Name __________________________

Student Name (if applicable) __________________________ Grade ______ Date of Birth ______

Address __________________________ Apt. # __________

City __________________________ State __________ Zip Code ______

Home Phone __________________________ Cell Phone __________________________ Work Phone __________________________

Date of Alleged Violation ____________ School/Office of Alleged Violation __________________________

For allegations in accordance with the Williams Settlement, please check each area upon which the complaint is alleged:

☒ Textbooks and Instructional Materials
☒ Facility Conditions
☒ Teacher Vacancy or Misassignment

For allegations of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☒ Adult Education
☒ Career/Technical Education
☒ Special Education
☒ Local Control Accountability Plan

☒ Consolidated Categorical Aid
☒ Child Care & Development
☒ Pupil Fees for Educational Activities

☒ Migrant Education
☒ Child Nutrition

For complaints of discrimination, harassment, intimidation and/or bullying (employee-to-student, student-to-student, and third party to student), please check the protected classes (actual or perceived), upon which the alleged conduct was based, listed below:

☒ Actual or Perceived Sex
☒ Gender Identity
☒ Ethnic Group Identification
☒ Nationality
☒ Color
☒ Association with a person or group with one or more of the actual or perceived categories listed above

☒ Sexual Orientation
☒ Gender Expression
☒ Race or Ethnicity
☒ National Origin
☒ Mental or Physical Disability

☒ Gender
☒ Ancestry
☒ Religion
☒ Age

For complaints of bullying that are not based on the above listed protected classes, and other complaints not listed on this form, please continue to fill out the back section, and contact the School Principal at (408) 944-0388.

(Continued on back)
1. Please give the facts about your complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

2. Have you attempted to discuss your complaint with any Orchard School District personnel? If so, with whom and what was the result?

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. Yes___ No___

Signature ____________________________________________ Date ____________________

Mail, E-mail or fax your complaint/documents to:

Orchard School District
921 Fox Lane
San Jose, CA 95131
Fax: (408) 944-0394
For more information, please contact, UCP Coordinator at (408) 944-0388.
ORCHARD ELEMENTARY SCHOOL
EMERGENCY OVERVIEW

The Site Emergency Plan has been designed as a practical guide for use during a declared emergency of such magnitude, i.e., earthquake, that the school would be isolated from immediate outside assistance.

The Principal and staff team will see to it that the information required by the Plan is supplied and that this information is reviewed and updated annually.

The Principal or designee has the ultimate responsibility for all local decisions in a disaster situation. The Principal must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams the Principal will assess building damage, casualties and facility status and report it to the District Office.

Annual Review

Site Emergency Plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, the Principal and School Site Council will review the Site Emergency Plan for the purpose of:
1. Updating staff assignments
2. Verifying status and location of supplies and equipment.
3. Modifying site procedures.
4. Planning for staff in-service activities.
5. Reviewing emergency signals for evacuation, fire alarm, chemical alarm.

This annual review will be completed by September 30th of each year and the updated Site Plan will be submitted to the District Office.

Staff Awareness

By September 30th each year each site shall devote time during a staff meeting to discuss the Emergency Preparedness Plan, including Team assignments, evacuation procedures and basic policies during emergencies. The Site Plan or appropriate pages of Plan is to be given to each staff member by this date.

Community Awareness

The principal shall send home in the Fall a letter on emergency preparedness policies with emphasis on the need for student emergency release information.

EVACUATION PLANS AND SIGNALS
THE SCHOOL MAPS ON THE FOLLOWING PAGES ILLUSTRATE THE EVACUATION PLAN FOR ALL BUILDINGS OF THE CAMPUS.
Emergency Escape Plan for Buildings C, F, J, & K

- **Exit exterior doors to safe area in small front parking lot.**
- **Exit exterior doors to safe area in large front parking lot.**
Emergency Escape Plan for Buildings D, E, I, & G & Room 26

Exit exterior doors to safe area on blacktop.
DISTRICT RESPONSIBILITY FOR STUDENTS

If the Superintendent declares a district emergency during the school day, the District has a clear statement of policy governing its actions.

THE ORCHARD SCHOOL DISTRICT'S POLICY IS AS FOLLOWS:

IN THE CASE THAT A DECLARED EMERGENCY OCCURS DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

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

2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records:
   a) If student is on their way to school, they should proceed to school and report to homeroom teacher for attendance.
   b) If students are on their way home from school they are to continue home.

1. To provide this supervision and care, Orchard School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and other legal statues. The statutes state that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District. The authority also extends to the City of San Jose and to Santa Clara County to declare an emergency and impress public employees into service as disaster service workers.

4. The Orchard School District encourages the utilization of a “buddy” system at District sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with the approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.
SITE ORGANIZATION DURING A DECLARED EMERGENCY

COMMAND POST

The Principal or “designee” is the final authority at each school. He/she must be available for all decisions, information and authority during the time the schools are isolated.

Therefore, the Principal and the Command Post should be housed in a central area, i.e., the front of the District Office, where the Principal is available to radio, telephone, emergency equipment or personnel and parents.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision-making will take place. The Principal or designee will be stationed here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults.

**All staff members who are not directly supervising students or involved in another assigned task shall report to the Command Post.**

Emergency Release Information Forms are needed at the release area to document the release of all students. The student must be signed out by a parent/legal guardian or authorize person as listed in the emergency release information form.

While the Command Post is functioning, the First Aid and Search/Assessment Teams will carry out their functions and provide information to the Principal about the:

1. Condition of students.
2. Condition of staff.
3. Condition of Facilities.

This information is to be placed on the Emergency Status Report and Update Forms and transmitted to the District Office.
If notified of a Declared Emergency from the Superintendent’s Office, OR, if the site suffers a severe disaster, the Principal shall immediately implement the plans and procedures in the Site Emergency Plan.

**The Principal shall:**
A. Activate alarm – notify staff.
B. Activate Command Post and 2-Way Radio.
C. Activate Emergency Teams.
D. Assess total school situation.
E. Make initial site assessment report to District Office.
F. Check to see that Site Emergency Teams are operating.
G. Assign messengers to needed areas.
H. Request help from 911 or District Office as required.
I. Secure information from Emergency
J. Update Site Status Reports-Report to District Office.
K. Reassign team members to other duties as required when they finish initial assignment duties.
L. Personally check these items:
   1. Is campus secure?
   2. Are utilities off or secure?
   3. Are signs directing adults to release area up?
   4. Are traffic controllers needed?
   5. Is the First Aid Center functioning?
   6. Have buildings been searched for victims?
   7. Is student release program set up and operating?

**The Site Office Employees shall:**
A. Report immediately to Command Post with:
   1. Master keys (located in key box in district office) if needed
   2. Current roster of students and staff.
   3. Emergency forms/documents.
   4. Keep a current file of all student release information from forms parents are required to fill out authorizing listed persons to pick up their children in case of a severe emergency.
   5. Office supplies to assist the Principal.
B. Assume responsibilities as directed by the Principal.

**The Site Custodians shall:**
A. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
B. Check the site completely for:
   1. Fire and electrical hazards
   2. Chemical hazards (Chlorine storage and science rooms).
   3. Other hazards.
C. Notify the Principal of hazards and services needed.
D. Barricade hazardous areas using whatever materials handy.
E. When site is secure, report to the Command Post for direction.
F. Provide emergency sanitation areas if toilets are unavailable.

The Nurse and/or First Aid Team member shall:
A. Report immediately to the identified site for the First Aid Station.
   1. Health/Emergency information cards for all students.
   2. Emergency First Aid supplies and equipment.
B. Assist the injured.

The Administrative Designee to the Principal shall:
C. Report immediately to the Command Center to begin Search and Rescue Procedures.
D. If necessary, section off an area for the morgue
   1. If available, the event center gate entrance closest to the cafeteria will be used.

2. Move bodies from current location or First Aid station to the Morgue, as required.
3. Keep track of names as available.

DURING A DECLARED EMERGENCY

Teachers and Staff shall:
A. Respond immediately to any emergency signals requiring specific actions.

B. If signal is one to Leave Building, know if signal is for:
   1. Fire evacuation.
   2. Earthquake evacuation.
   3. Chemical spill evacuation/Biohazard event
   4. Emergency Actions

EVACUATE:
C. When leaving building:

1. Take emergency backpack containing first aid supplies, red/green cards and roster(s).
2. Require students to be silent in order to hear instructions.
3. Close door to classroom in case of fire.
4. Keep doors open during earthquake.
5. Go directly to pre-assigned location.

D. Check with “your buddy” when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students.

E. Upon reaching the evacuation destination, teachers shall:

1. Take roll.
2. Make list of missing and absent students.
3. Give list to Assembly Area Team Site Coordinator or alternate.
4. Calm students.
5. Monitor warmth and protection of students.

F. If assigned to a Site Emergency Team:

1. Transfer your students to a buddy teacher to supervise.
2. Report immediately to the Command Post for supplies.
3. Begin implementation of team responsibilities.

G. Teachers supervising students shall:
1. Keep track of all students under their care. Note on the roster any student that leaves your assigned group. Mark the time the student leaves, the reason and the destination.

2. Remain with student until given an verbal or written parent/guardian authorization to release a student.

H. If student is released to anyone but a parent or authorized adult, such as the First Aid Center, write student’s name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.

I. Enlist the help of any adults who volunteer but make them aware of your responsibility and their limitations.

J. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to his/her concerns. Talking it out is absolutely essential in psychological adjustment to disaster.

K. As the time period extends, reassure students that they are in perhaps the safest place possible under disaster conditions. Fill in the time with games, songs, stories, and exercise and rest periods.

L. Report to the Command Post when all students have been released.

M. Report to the Principal for permission to be released from the campus.
RESPONSES TO SPECIFIC EMERGENCIES

Emergencies cover a wide range of possible situations that may occur. The pages that follow are immediate response plans with action options listed for the Principal. The Principal is responsible for being knowledgeable about what plans should be used to mitigate emergencies under their jurisdiction and are aware of the plans and capable of implementing them.

DISASTER EMERGENCIES

I. Biological Attack
II. Chemical Attack
III. Chemical Accident
IV. Earthquake
V. Explosion
VI. Fallen Aircraft
VII. Fire
VIII. Flood
IX. Armed Assailant/Gunfire
X. Hostage Taking
XI. Illness/Injury
XII. Lockdown
XIII. Radiation Threat
XIV. Bomb Threat
XV. Bomb Threat Checklist
XVI. Shelter-In Place
XVII. Severe Windstorm
XVIII. Smog
XIX. Suicide
XX. Suspected Child Abuse
XXI. Civil Defense
XXII. Emergency Action Procedures (Code Red)
XXIII. Power Failures

I. Biological Attack

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

If you become aware of a suspicious substance, follow these steps:
1. GET AWAY from the substance
2. PROTECT YOURSELF BY COVERING YOUR MOUTH AND NOSE with layers of fabric or paper towels that will filter air but still allow breathing.
3. WASH YOUR BODY with soap and water
4. CONTACT AUTHORITIES.
5. Listen to radio for news and information.
6. If you become sick, get medical attention.

IF YOU ARE EXPOSED TO A BIOLOGICAL AGENT:
1. GET AWAY from the substance
2. REMOVE CLOTHES and put in a sealed plastic bag.
3. WASH SKIN with a solution of 9 parts water to 1-part bleach. Do not use bleach solution on open wounds.
4. SEEK MEDICAL ATTENTION.
II. CHEMICAL ATTACK

A chemical attack is the deliberate release of a toxic gas, liquid, or solid into the environment.

SIGNS OF CHEMICAL ATTACK
- Watery eyes
- Twitching
- Problems Breathing
- Choking
- Losing coordination
- Many sick or dead birds or sick small animals are cause for suspicion.

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

USING A FACE MASK FOR PROTECTION DURING A CHEMICAL ATTACK.
A face mask or barrier can help protect from air contaminants. Here are a few ideas for creating a face mask or barrier.
- Improvise with available materials and CREATE A BARRIER to protect eyes, nose, mouth and cuts in the skin.
- Use fabric that fits snugly over nose and mouth - achieve the best fit possible for children.
- Include face masks in disaster planning kit.

If you are exposed to a chemical agent, you will be given orders by the local authorities to evacuate or shelter-in-place.

If exposed, here are the steps for decontamination:
1. REMOVE CLOTHING and place in sealed plastic bag.
2. WASH SKIN thoroughly with soap and water.
3. SEEK MEDICAL ATTENTION.

III. CHEMICAL ACCIDENT

Chemical spills may result from tank truck or railroad for accidents. In rare cases they may originate from inside the building. If you discover a chemical spill, call 911 and inform the emergency operating center director/incident commander.

Accident Outside
1. WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
2. DO NOT LEAVE THE BUILDING unless instructed to do so. If you are instructed to evacuate, take care to avoid fumes.

Accident Inside
1. EVACUATE THE BUILDING. Avoid the area where the chemical spill occurred.
2. Don’t light matches, candles, or other fires.
3. ASSEMBLE without delay in your designated area.
   - Report all absences to the Staffing Deployment Team.
   - Report for Duty if you are member of an Emergency team.
4. WAIT FOR INSTRUCTIONS from the emergency Operating Center Director/Incident Commander.
5. DO NOT return to the building before it had been declared safe.
IV. EARTHQUAKE

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

INSIDE BUILDING
Drop - Cover - Hold
1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid Windows, tall furniture or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING after the tremor stops. Do not run. Leave the DOOR OPEN.
5. ASSEMBLE WITHOUT DELAY in your designated area. DO NOT RUN.
   - Report all absences to the Command Post/Staffing Deployment Team.
   - Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the Command Post/Emergency Operating Center/Incident Commander.
7. DO NOT return to the building before it has been declared safe. Don’t light matches, candles or other fires.
8. Keep Safe distance from electrical wires, which may have fallen. Turn off main electrical switch.
9. Alert Command Post to call 911 for fire or medical help.
10. Notify the District Superintendent’s Office.
11. Use the Site Emergency communication equipment to contact District Office.
12. The principal will try to procure the advice of school authorities about the safety of the building and whether students and staff may return.

OUTSIDE BUILDING
1. MOVE away from buildings, trees, and other hazards.
2. DROP to the ground.
3. COVER your head and neck with your arms.
4. HOLD your position until earthquake is over.
5. Follow steps 5-12 from the “Inside Building” Instructions.

IN A VEHICLE/School Bus
1. PULL OFF to the side of the road away from buildings, overpasses and power lines.
2. SET THE BRAKES AND TURN OFF IGNITION.
3. WAIT until the earthquake is over. Do not leave the car unless unsafe conditions warrant. Never leave car is power lines are down nearby or have fallen over the vehicle.
4. CHECK the road and surrounding terrain for safe conditions.
5. PROCEED when conditions are safe.
6. Students shall follow the directions of the Bus Driver.
7. The bus driver is legally responsible for the welfare of student riders.

E. Walking to/from School:

1. The safest place is in the open. Stay there.
2. Move away from buildings, trees and exposed power lines.

3. DO NOT RUN!!
4. After the earthquake, if on way to school, continue to school.
5. After the earthquake, if on the way home, continue home.
V. EXPLOSION

Explosion
Drop - Cover - Hold

1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture, or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING when it is safe. Do not run.
5. ASSEMBLE without delay in your designated area.
   - Report all absences to the Staffing Deployment Team.
   - Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
7. DO NOT return to the building until it has been declared safe.
8. Don’t light matches, candles, or other fires.
9. Render First Aid as necessary.
10. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
11. Fight Incipient fires without endangering life.
12. Keep access roads open for emergency vehicles.
13. The Principal will direct further action as required.

Threat of Explosion.
1. Don’t light matches, candles, or other fires.
2. Sound school alarm and EVACUATE THE BUILDING.
3. ASSEMBLE without delay in your designated area.
   - Report all absences to the Staffing Deployment Team.
   - Report for duty if you are a member of an emergency team.
4. WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
5. DO NOT return to the building before it has been declared safe.
6. Follow other emergency procedures under Explosion.

VI. FALLEN AIRCRAFT

Drop- cover- hold
1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture, or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING when it is safe. Do not run.
5. ASSEMBLE without delay in your designated area.
   - Report all absences to the Staffing Deployment Team.
   - Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
7. DO NOT return to the building until it has been declared safe.
8. Don’t light matches, candles or other fires.

VII. FIRE

Become familiar with the locations or the fire alarm pull boxes, fire extinguishers and building exits.

Fire within Building
1. Sound alarm and EVACUATE THE BUILDING.
2. ASSEMBLE without delay in your designated area.
   - Report all absences to the Staffing Deployment Team.
   - Report for duty if you are a member of an emergency team.
3. WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
4. DO NOT return to building before it has been declared safe.
5. Students remain under direct control of teachers until released.
6. Render First Aid as necessary.
7. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
8. Fight incipient fires without endangering life.
9. Keep access roads open for emergency vehicles.
10. Notify the District Office.
11. The Principal will determine what emergency action should be implemented.

**Fire Near Building**
1. WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
2. DO NOT LEAVE THE BUILDING unless instructed to do so.

**VIII. FLOOD**

Flood warnings may be received by telephone, radio, or from emergency services officials.

WAIT FOR INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.

Possible emergency responses include:
- EVACUATE students/staff to higher ground.
- RELEASE students/staff to go home if appropriate.
- TAKE MEASURES to minimize hazards to students/employees.
- TAKE MEASURES to protect the building and material resources from damage.
- Contact Superintendent’s Office for instructions and to report damage.

**IX. ARMED ASSAILANT/ GUNFIRE**

The Emergency Operating Center Director/Incident Commander or police officials will issue directions, when possible. Otherwise, you will need to rely on your own resources.

1. REMAIN CALM
2. CALL 911
3. NOTIFY FRONT OFFICE
4. IF INDOORS, RETREAT (Put as many locked doors in between you and the shooter as possible)
5. IF ON CAMPUS, RUN OR HIDE
   - Keep students/personnel inside building
   -- Secure building
6. IF CONFRONTED, DEFEND
   - Lie on the floor
   - Avoid eye contact with assailant
7. See LOCKDOWN procedures.

**X. HOSTAGE TAKING**

1. CALL 911
2. STAY CALM at all times and cooperate completely with hostage taker.
3. Have immediate access to building maps, keys, copies of emergency procedures, evacuation routes and phone lines.
4. Let officials handle all negotiations.

**XI. ILLNESS/ INJURY**

1. ASSESS THE SITUATION and take steps to see that the injured or ill person is cared for properly pending professional treatment. Do not leave person unattended.
2. SEND A RUNNER to inform your immediate supervisor or other responsible persons.
3. School administrators/designee may CALL 911 for medical assistance.
4. CONTACT THE CUSTODIAN to clean up any blood or other body fluids.
XII. LOCKDOWN

This procedure is implemented to ensure safety of students and staff from intruders or incidents in the community.

STEPS FOR LOCKDOWN

1. SECURE ALL ENTRANCES and exits to the building.
2. ACCOUNT FOR EACH STUDENT and staff member
3. Ensure that no one enters or leaves the building unless authorized.
4. In an interior lockdown, students are kept in designated locations.
5. Lockdown ends when the situation is resolved and danger no longer exists, establish a single point of entry/exit for the building.

Lockdown Security Alert Procedure

To report problem initially, call office at Ext. 110.

Emergency Dial 8- 911 (classroom)

A Lockdown alert is designed to put the entire campus into a total lock-down mode prior to a possible police evacuation. This might be necessary if there is a threat of violence either from the outside or from an internal source.

When a Lockdown is invoked by the PA announcement system with the phrase “This is a Lockdown”:

- Classroom/Office lock down begins.
- Police Respond.
- District-wide staff responds.

IF OUTSIDE THE CLASSROOM (RUN)

(PE classes, custodians, etc.) and you have a safe exit:

1. Seek safety, but do not let students leave your supervision:
   - Run in a zig-zag pattern to the safest Staging Area OR go to the nearest classroom OR find cover OR stay put.
2. Take roll.
3. Wait for police to arrive to give ALL CLEAR.
4. Once in the on-site evacuation assignment, stay put. Wait for District Office personnel to arrive.
5. Do not talk to the press.

IF INSIDE THE CLASSROOM OR BUILDING (HIDE):

1. SECURE ROOM
   - Take in students/staff outside of your classroom who need to be inside.
   - Close the door. If you can safely lock the door, do so.
   - Barricade the door.
   - Cover the windows 6-7 feet high, if possible. Shut your blinds
   - If sufficient daylight, turn off lights, otherwise keep them on.
   - Set–up interior barricades where “least observable” through classroom windows. All students should huddle next to the counters under the windows as best as possible or in another location that is out of the line of sight from the door(s) as applicable.
   - Note escape routes.
   - Locate fire extinguisher.
   - Take roll.
   - Insulate the floor for warmth (newspapers work well), if you can.
   - Get out any available hard candy, snacks, water, and quiet games.
2. STAY CALM
Adopt a survival mentality, keep away from the doorways and avoid being seen through the windows in your classroom and keep silent or whisper. Assume you will be here several hours. Helpful suggestions include:

- Breathing and relaxing exercises: 4-count.
- Students in pairs; check in and report every 15 minutes.
- If anxiety increases, touch is calming – hold hands.
- If bored, play simple mental games: alphabet, number.
- Defend as necessary
- Use available resources to create a make-shift bathroom and barrier for privacy.

3. STAY PUT

   Upon police arrival, they will call your classroom. Await instructions from the police.

4. EVACUATE QUICKLY AS DIRECTED BY POLICE TO STAGING AREA. FOLLOW PROTOCOL.

   - Remove jackets, coats, bulky sweaters.
   - Leave all purses, backpacks, and books. Only teachers/staff make keep the emergency bag with first aid supplies, red/green card and roster(s).
   - Keep hands on or behind your head, take clipboard with roll sheet and red/green cards.
   - Make no sudden moves.
   - Exit in a single file.
   - Maintain silence.
   - Follow directions and proceed to nearest staging area.

5. STAGING AREA

   - Once at on-site evacuation assignment, check in with the Principal or Designee - DO NOT LEAVE.

   Green Card: Indicates all is OK
   Red Card: List missing students or student(s) hurt.

Reminder: Do not talk to the press.
XIII. RADIATION THREAT

A radiation threat, often called a “dirty bomb,” is the use of common explosives to spread radioactive materials over a targeted area.

1. If you are OUTSIDE, COVER YOUR NOSE AND MOUTH and quickly go inside a building that has not been damaged.
2. If you are INSIDE, close your windows and doors; turn off air conditioning, heaters or other ventilation systems.

Steps for self-decontamination
- REMOVE CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water.
- LISTEN TO RADIO for other instructions.

XIV. BOMB THREAT

In most cases, you will receive notice of a bomb threat from the Emergency Operating Center or Incident Commander; however, you could receive a phone call or piece of mail containing a threat. Take all bomb threats seriously and respond immediately.

PHONE THREAT
1. LEARN AS MUCH AS YOU CAN, while on the phone, about the bomb’s appearance, its location, the planned time of detonation, and why it was placed at or sent to the office/school.
2. COMPLETE THE BOMB THREAT CHECKLIST below and try to determine the profile of the caller, such as gender, possible age, vocal characteristics and his or her familiarity with the building.
3. CALL 911 without delay. Identify yourself and indicate your location.
4. REPORT the threat to your supervisor.

MAIL THREAT
1. REPORT THE THREAT to your supervisor. Minimize handling of such mail.
2. REPORT SUSPICIOUS ITEMS to your supervisor. Do not touch them.

Notification from the Emergency Operating Center/Incident Commander

1. FOLLOW INSTRUCTIONS from the Emergency Operating Center Director/Incident Commander.
2. REPORT SUSPICIOUS ITEMS immediately to the Emergency Operating Center/Incident Commander. Do not touch or attempt to remove them.
XV. BOMB THREAT CHECKLIST

DO NOT INTERRUPT THE CALLER EXCEPT TO ASK:

WHEN WILL IT GO OFF?
_____________________

WHERE IS IT PLACED?
_____________________

WHAT DOES IT LOOK LIKE?
_____________________

TAKE THE FOLLOWING STEPS IMMEDIATELY AFTER THE CALL:
1. Call 911 to report where you are calling from and identify your specific location.
2. Notify your supervisor.
3. Notify the Emergency Operating Center Director/ Incident Commander

Type of Call
___ Local
___ Long Distance
___ Internal (Caller is in the Building)
___ Don’t Know

IS CALLER FAMILIAR WITH BUILDING?
___ YES
___ NO
___ DON’T KNOW

SEX
___ MALE
___ FEMALE
___ DON’T KNOW

APPROXIMATE AGE
___ UNDER 21
___ 21 - 40
___ Over 40
___ Don’t know

VOICE CHARACTERISTICS
___ Loud
___ Soft
___ High Pitch
___ Deep
___ Other ________________

ACCENT
___ East Coast
___ Midwest

___ South
___ West
___ Ethnic _____________
___ Other _____________
___ Use of Certain Words or Phrases

_____________________

_____________________

_____________________

MANNER
___ RATIONAL
___ IRRATIONAL
___ COHERENT
___ INCOHERENT
___ ANGRY
___ NERVOUS
___ OTHER __________________________

BACKGROUND NOISES
___ OFFICE MACHINES
___ FACTORY MACHINES
___ STREET TRAFFIC
___ AIRPLANES
___ TRAINS
___ ANIMALS
___ MUSIC
___ VOICES
___ QUIET
___ OTHER

PRINT NAME OF PERSON TAKING CALL

_____________________

TIME OF CALL _________________

DATE _________________
XVI. SHELTER-IN-PLACE

The term “shelter-in-place” means remaining inside your home or place of work and protecting yourself there from a hazardous outside environment. If a radiological, chemical or biological emergency occurred or suspicious persons or situations in the nearby area. Local authorities may direct you to shelter-in-place or evacuate.

STEPS FOR SHELTER-IN-PLACE:
1. STAY CALM
2. GO INSIDE THE BUILDING and bring students indoors immediately.
3. You can provide a minimal amount of protection to your breathing by covering your mouth and nose with a damp cloth.
4. CLOSE AND LOCK all windows, blinds, and outside doors.
5. TURN OFF all fans, heating and air conditioning systems.
6. Gather your disaster supplies and battery-powered radio.
7. Go to an interior room, ideally one without windows. If there is a chemical threat, a room above ground is preferable.
8. Use duct tape (wet towels if you don’t have duct tape) to seal doors, exhaust fans, vents, and windows.
9. Listen to the radio or TV for emergency instructions and shelter-in-place until you are told it is safe.

XVII. SEVERE WINDSTORM

The National Weather Service issues a “watch” when winds are in excess of 55 M.P.H. or a tornado may develop within a specific time frame. A “warning” is issued when winds in excess of 55 M.P.H. exist or tornado has been sighted in area.

SEVERE WEATHER WATCH/WARNING
1. REMAIN ALERT when windstorm watch is issued. The Emergency Operations Center Director/Incident Commander will keep you informed.
2. WAIT FOR INSTRUCTIONS when a severe windstorm warning is issued. The Emergency Operations Center Director/Incident Commander will direct appropriate responses.

NO ADVANCE WARNING
1. TAKE COVER in interior rooms or along an inside wall. Avoid large, heavy objects and windows.
2. OPEN DOORS, if possible.
3. KEEP CALM
4. WAIT FOR FURTHER INSTRUCTIONS from the Emergency Operations Center Director/Incident Commander.

XVIII. SMOG/AIR QUALITY

ADVISORY/ALERT
1. MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
2. REMAIN INDOORS when possible to reduce exposure to poor air quality.

XIX. SUICIDE

ATTEMPTED SUICIDE (AT SCHOOL)
1. Do not leave suicidal person unattended. Send a runner to inform your immediate supervisor or other responsible person. Provide first aid as necessary.
2. CALL 911 for medical assistance.
3. Move other students out of the area
4. Call Support Team
5. Support Team to notify family of the student

The law requires that you do only what is responsible under the circumstances; for example, do not try to remove a gun or other weapon from the person.

ATTEMPTED SUICIDE (OUT OF SCHOOL)
1. Call 911, maintain contact with the student
2. Notify family of the student if possible
3. Notify Support Team

THREATENED SUICIDE
1. TAKE THREATS OF SUICIDE SERIOUSLY.
2. INFORM YOUR IMMEDIATE SUPERVISOR or Support Team about the suicide threat.
XX. SUSPECTED
CHILD ABUSE

All employees who have contact with students on a regular basis as part of their job duties are designated as child care custodians (mandated reporters). By law they must complete these actions within 36 hours of receiving information about suspected abuse or neglect.

1. If immediate intervention is required, call the police (911).
2. Then make a follow-up call to the Santa Clara County Department of Social Services, Child Protective Services (CPS) at (408) 722-5437. Provide the following information.
   a. Name of person making report
   b. Name of the child
   c. Present location of the child
   d. Nature and extent of injury
   e. Any other information requested by the police or CPS
3. Notify your Supervisor and Support Team

XXI. Civil Defense

The County Office Emergency Services maintains more than 75 disaster-warning sirens throughout the County. During an actual emergency the sirens would sound for 3 to 5 minutes as follows:

   Peacetime emergency -
   Steady 3-5 minute blast.

   Immediate enemy attack-
   Wavering tone or short,
   Intermittent blasts.

School Response:
When sirens sound, the District site shall immediately turn on radios and/or television sets and listen for essential emergency information.

   KSJX - 1500    khz

KLOK - 1170    khz
KZSF - 1370    khz
KEZR - 106.5    khz

XXII. Emergency Action
Procedures
1-2-3 Alert

After any emergency action, await further instructions or the all clear signal.

Low Priority: Return to class =
All students and staff return to their classrooms or remain in their classroom. P.E. classes return to locker room and/or Event Center. This should be practiced and can be used for severe weather or at other times when students and staff are requested to return to classrooms. (It should be routine and should not promote any panic). Await further instruction.

Middle Priority: Secure Building
= All students and staff should remain in the buildings, or if on the playground find a safe location, lock the doors, and close the blinds. P.E. classes return to locker room and/or Event Center. Do not open the door for any reason. Await further instructions.

High Priority: Drop and Freeze
= Students and staff should seek the closest safe shelter or lie down on the playground. Everyone inside the building should lock doors, assume duck and cover position under the furniture and away from the doors and windows. CLOSE BLINDS! Await further instructions.
P.E. – Stay in place if on the field. Keep still and low to the ground

**Evacuate Building:** See fire drill procedures

After any emergency action, await further instructions or the all-clear signal.

**XIII. Power Failures**

During any given year the District may experience a power failure at various locations ranging from a few minutes to several days. The District has created a plan to lessen any possible confusion as to whether or not the school or District was closing for the day. In the event of a Power Failure, the following procedures are effective:

1. The first day of a power failure, the school will be open and classes held unless otherwise directed by the Superintendent.

2. If the power is not on by 7:00 A.M. on the second consecutive day, the Superintendent will consider closing that school for the site.

3. Communication Procedures:
   Day custodian will report the power failure to the Chief Business Officer by 6:30 A.M.

   If power is restored, day custodian will call the Chief Business Officer and Superintendent ASAP.

   Only the Superintendent can order the closing of a school site.

   If school is closed, Superintendent’s Office will notify by 7:30 A.M.:

   Local Radio Station
   Board Members
   TV (KNTV)
SCCOE

Lunches – in the occurrence of a power failure, all sites will have lunch served that day if school is in session.

If the school site has power, hot lunches will be provided.

If the school site does not have power, cold lunches will be provided.

XIV. After Hours Procedures:

After hours procedures for all emergency events as listed in this plan are to follow the same procedures as the school day. Please consult the emergency plan for more information.
SITE EMERGENCY TEAM ROSTERS

TEAMS: All classroom teachers have been paired with a “buddy” **
Each teacher assigned to an Emergency Team will release his/her students to their “buddy” in grass areas and then begin Team duties.

EMERGENCY FIRST AID TEAM

The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the First Aid Station near the Command Post (away from possible hazards) and to manage and utilize First Aid supplies.

Note: Education Code Section 32200 states that “No school district employee shall be held personally liable for civil damages on account of personal injury to or death of any person resulting from civil defense and fire drills.”

The First Aid Team leaders who can act as a triage persons are:

District Office Personnel

First Aid Team Members are:

School Office Personnel

** See Buddy List, Attached

Preparation

1. Annually:
   a. Identified staff will have an updated First Aid/CPR certification.
   b. Note on site map the location of all Emergency kits and supplies. Replenish and update as necessary.
   c. Check Classroom First Aid kits for completeness.
   d. Develop triage procedures with First Aid team members.

2. In an Emergency, members of the First Aid Team shall:
   a. Evacuate with students to the assigned evacuation area on the grass.
   b. Transfer students to their teachers.
   c. Report to and activate the predetermined Emergency First Aid Center.
   e. Implement triage and Administer First Aid supplies.
   f. Supervise the use and distribution of First Aid supplies.
   f. Notify the Command Post of staff and student injuries.
SEARCH ASSESSMENT TEAM

Search/Assessment Team members must search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so. Areas to be covered are shown on map with names of assigned personnel.

The Search/Assessment Team is divided into sub-teams of two each (buddy system for safety) who search for the injured/trapped and assess safety of various structures.

SEARCH/ASSESSMENT TEAM MEMBERS ARE:

HEAD COORDINATOR
Michelle Quilantang

TEAM A1:
Elementary Side Maria Nguyen
K-3 Jennifer K

TEAM A2:
Elementary Side Rebecca H.
4-5, County Michelle M.

TEAM B:
Middle School & Kevin L. Mike B.
Event Center

TEAM C:
District/School Jenina Chris A.
Office, Cafeteria

Preparation:

1. Annually:
   a. Sub-teams become familiar with

b. Know locations of:
   1) First aid supplies and equipment.

   2) Water supplies and emergency food supply.

2. In an Emergency, teachers on the Search/Assessment Team shall:
   a. Evacuate their room to assembly area and transfer their students and enrollment and emergency data to paired teacher.

   b. Report to assigned area, link up with partner and begin sweep of area.

   c. Give status report to Command Post.

   d. Continue to monitor as needed during emergency or return to students.

3. Cautions:
   a. Proceed carefully – Buildings may be unstable.

   b. Proceed quietly so calls for help can be heard.

   c. Call out when entering your area, then wait for an answer.

   d. Remain in voice contact with your partner at all times.

   e. Secure unsafe buildings and classrooms against re-entry. Post-adult sentry if necessary.
f. Notify command post of unsafe buildings or classrooms.

**ASSEMBLY AREA TEAM**

When the site is evacuated to assigned spots in the general assembly areas, the Assembly Area Team Site Coordinators and alternates shall assume control. The individual teachers and/or aides will continue to be responsible for their individual class or classes.

**ASSEMBLY AREA TEAM SITE COORDINATORS/ALTERNATES:**

Main Lawn  Ga L.  
Alt.  Kristina Z.  

District Parking Lot  Laurie L.  
Alt.  Rebecca H.  

Main Parking Lot  Jeanette F.  
Alt.  Steven T.  

1. Maintain a current map of the assembly area showing where classes are to congregate.

2. Take appropriate action to reduce fear and anxiety among students. **TAKE CONTROL!!**

**Emergency Action**

1. Have teachers take roll.

2. Create list of missing/absent.

3. Begin process of locating missing students or identifying them as absent.

4. Prepare summary of missing, injured, or dead students and deliver to Command Post. **Work from facts, not rumors.**

**TRAFFIC CONTROL TEAM**

**Yard Supervisor Staff**

In a Declared Emergency, the District will provide supervision and care for students until it is safe to release them or until they are picked up by an authorized adult. Students should follow instruction of school personnel. Parents or other adults coming on campus should be directed to the Student Release Area to have their child released to them.

**STUDENT RELEASE TEAM**

In order to expedite the release of students to their parents/guardian or authorized adult, a Student Release Area should be established and procedures developed to provide for an orderly release process. The Student Release Area should be away from the evacuation assembly areas and parents/guardian or authorized adult should be required to follow release procedures.

**Keep documentation regarding the student release including date, time, name of authorized adult that the student is being released to and signature.**
STUDENT RELEASE TEAM MEMBERS:

Release to be done by staff. Families authorize or sign students out before student release.

Preparation:

1. Set up box of supplies at beginning of each year (pens, paper, paper clips, etc.)

2. Obtain a box of supplies from the command post along with the emergency release file and release forms.

3. Set up student release area (School Office, or in front of School Office)

In an Emergency:

1. Have parents/guardian or other adult authorize student release.

2. Check form against authorized list.

3. If O.K. send messenger to evacuation area for student who is to return to Student Release Area (School Office, or in front of School Office)

4. Teachers or other adults supervising students shall get authorization and update their classroom roster.

LOCATION OF DISASTER KITS EMERGENCY SUPPLIES

First Aid Kits/Emergency Supplies
Health Office, All Classrooms

Emergency Water Supply
Cafeteria

Emergency Food Supply
Cafeteria

Walkie-Talkies
Main Office throughout campus

AM/FM Radio
Main Office

Turn-Off Tools (for utilities)
In the office, in the electrical panel closet in the hallway to the teachers’ room.

LIST OF CONTENTS OF DISASTER KITS/EMERGENCY SUPPLIES

TBD from supplier
## Evacuation Grade Level Assignments:

### Evacuation Site:
CONFIDENTIAL

### Evacuation Type: Outdoor

- **Evacuation Site:**
  - ROOM 2
  - ROOM 11
  - ROOM 12
  - ROOM 13
  - ROOM 14
  - ROOM 15
  - ROOM 16
  - ROOM 17
  - ROOM 18
  - ROOM 19
  - ROOM 20
  - ROOM 21
  - ROOM 22
  - ROOM 28
  - ROOM 29
  - ROOM 30
  - ROOM 31
  - ROOM 32
  - ROOM 33
  - ROOM 34
  - ROOM 35
  - ROOM 48
  - ROOM 49
  - ROOM 41/42
  - ROOM 43
  - ROOM 44
  - ROOM 45
  - ROOM 46
  - ROOM 47
  - ROOM 50/51
  - ROOM 53
  - P1
  - P2/Event Center

*Reading Specialist/RSP/Speech/OT: Students are to return to their homeroom class. Reading Specialist/RSP/Speech/OT teachers to help as needed.*