Orchard Elementary School Site Emergency Plan

2019-2020
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 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.
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 will be brought to school if bussed, or they should proceed to school.
   b) If students are on their way home from school they are to continue home.

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.

Title 1, Division 4, Chapter 8 Government Code and other legal statutes. 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.
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.
COMMAND POST
PERSONNEL AND DUTIES

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.

ORCHARD ELEMENTARY SCHOOL SITE EMERGENCY PLAN
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 Assistant Principal or Designee 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 corner of the outside eating tables outside 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 Teacher Aides 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 roll book or roster.
   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.

Teachers shall provide First Aid to the best of their ability to the student under their supervision until the Emergency First Aid Station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or aide. Students with minor injuries are to be cared for after evacuation.

Evacuation Site:
Santa Clara County Office of Education (SCCOE) Parking Lot
1290 Ridder Park Dr.
San Jose, CA 95131

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 paired 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 authorization to release a student to a messenger from the Release Area. NO student is to be released without this form.

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 AVEHICLE/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 the 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. Sound the Evacuation Alarm.
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 before 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. Notify the District Office.
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 ASSAULTANT/ 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 CO-WORKERS
4. IF INDOORS, RETREAT (Put as many locked doors in between you and the shooter as possible)
5. IF CONFRONTED
   - Lie on the floor
   - Avoid eye contact with assailant
6. IF ON CAMPUS, LOCK DOWN
   - Keep students/personnel inside building
   -- Secure building

6. 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 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. Establish a single point of entry and exit for the building.
4. Ensure that no one enters or leaves the building unless authorized.
5. In an interior lockdown, students are kept in designated locations.
6. Lockdown ends when the situation is resolved and danger no longer exists.

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.
2. Run in a zig-zag pattern to the safest Staging Area OR go to the nearest classroom OR find cover OR stay put.
3. Take roll.
4. Wait for police to arrive to give ALL CLEAR.
5. Once in Staging Area, stay put. Wait for District Office personnel to arrive. 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

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.
• 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 staging area, check in with Assigned Contacts - 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 you 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  
— Phone Booth  
— 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

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___ Midwest  
___ South  
___ West  
___ Ethnic ____________

___ Other ____________

___ Use of Certain Words or Phrases

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

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**BACKGROUND NOISES**

— OFFICE MACHINES  
— FACTORY MACHINES  
— STREET TRAFFIC  
— AIRPLANES  
— TRAINS  
— ANIMALS  
— MUSIC  
— VOICES  
— QUIET  
— OTHER

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**PRINT NAME OF PERSON TAKING CALL**

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**TIME OF CALL**

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**DATE**

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**ORCHARD ELEMENTARY SCHOOL SITE EMERGENCY PLAN**
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 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
1. CALL 911 for medical assistance.
2. Do not leave suicidal person unattended. Send a runner to inform your immediate supervision or other responsible person.

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.

THREATENED SUICIDE
1. TAKE THREATS OF SUICIDE SERIOUSLY.
2. INFORM YOUR IMMEDIATE SUPERVISION or other responsible person 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. NOTIFY SUPERVISOR and appropriate site personnel.
2. CALL the Santa Clara County Department of Social Services, Child Protective Services (CPS) at (408) 299-2071. If immediate intervention is required, call the police (911) and then make a follow-up call to the CPS.

Provide the following information:
- Name of person making report
- Name of the child
- Present location of the child
- Nature and extent of injury
- Any other information requested by the police or CPS


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 the doors and windows. Await further instructions. CLOSE BLINDS!

P.E. — Stay in place if on the field. Keep still and low to the ground.

XXI. Civil Defense

The County Office Emergency Services maintains more than 75 disaster-warning sirens throughout the County. During an actual emergency the sirens 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 all Districts sited 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

ORCHARD ELEMENTARY SCHOOL SITE EMERGENCY PLAN - 21 -
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, the Superintendent will consider closing that school for the site.

3. Communication Procedures:
   Day custodian will report the power failure to the Director of Business Services by 6:30 A.M.

   If power is restored, Day custodian will call the Director of Business Services 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.

Board Members
TV (KNTV)

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

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

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

Chanel L.
Luis G.

First Aid Team Members are:

Kim D.
Susan
Christina M.

** See Buddy List, Attached

Preparation

1. Annually:
   a. Identify 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.
   g. 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
K-3
Maria Nguyen
Jennifer K/Meeu

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

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

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

Preparation:

1. Annually:
   a. Sub-teams become familiar with their areas.
   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:**

<table>
<thead>
<tr>
<th>Main Lawn</th>
<th>Ga L.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kristina Z.</td>
</tr>
<tr>
<td>Alt.</td>
<td>Justin W.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Parking Lot</th>
<th>Laurie L.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt.</td>
<td>Erin M.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Parking Lot</th>
<th>Jeanette F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alt.</td>
<td>Rebecca C.</td>
</tr>
</tbody>
</table>

**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**

Christina M.
Kevin L.

In a Declared Emergency, the District will provide supervision and care for students until it is safe to release them or until 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 release to them.

**STUDENT RELEASE TEAM**

In order to expedite the release of students to their parents, 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 should be required to follow release procedures.
The most important task is to guarantee that documentation is kept about to whom each student is released.

STUDENT RELEASE TEAM MEMBERS:

Kim D.
Susan L.

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/adults complete release form.

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 take authorization slip and release student to parent and note in register. Authorization slips shall then be delivered to the Command Post where they will be posted to a Master 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
### Orchard School
**Evacuation Buddy List**
**2019 - 2020**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Pham</td>
<td>Rasquinha</td>
</tr>
<tr>
<td>Morrow</td>
<td>Ortiz</td>
</tr>
<tr>
<td>McCarthy</td>
<td>Lee</td>
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<td>Chambers</td>
<td>Soltis</td>
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<tr>
<td>Ellinwood</td>
<td>Arteaga</td>
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<td>Schell</td>
<td>Jackler</td>
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<td>Binz</td>
<td>Lao</td>
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<tr>
<td>Dang</td>
<td>Nguyen</td>
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<tr>
<td>Jain</td>
<td>Tran</td>
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<tr>
<td>Gould</td>
<td>Sakoda</td>
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<tr>
<td>Romero</td>
<td>Hartley</td>
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<tr>
<td>Zeballos</td>
<td>Wong</td>
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<tr>
<td>Mascarenas</td>
<td>Cornejo</td>
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<tr>
<td>Saeteurn/Kaye</td>
<td>Hudson</td>
</tr>
<tr>
<td>Simmons</td>
<td>Vongchantha</td>
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<tr>
<td>Hale</td>
<td>Gilbert</td>
</tr>
<tr>
<td>Sengupta</td>
<td>Forrest</td>
</tr>
<tr>
<td>Sandoval</td>
<td>Ganschow</td>
</tr>
<tr>
<td>Serna</td>
<td>Handa</td>
</tr>
<tr>
<td>Froehling</td>
<td>Wood</td>
</tr>
<tr>
<td>Click</td>
<td>Bushell</td>
</tr>
</tbody>
</table>

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

### Evacuation Grade Level Assignments:
**Evacuation Site:**
Santa Clara County Office of Education

**Evacuation Type:** Outdoor

- MS
- Kindergarten
- Parking Garage
- 1st gr.
- 2nd gr.
- 3rd gr.
- 4th gr.
- 5th gr.

**Evacuation Type:** Indoor (in covered parking lot, between car parking spots)

- Kindergarten
- 1st gr.
- 2nd gr.
- 3rd gr.
- 4th gr.
- 5th gr.
- MS

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**ORCHARD ELEMENTARY SCHOOL SITE EMERGENCY PLAN**

- 27 -
ORCHARD SCHOOL
DISTRICT WELLNESS
POLICY
2019 - 2020
# Orchard School District Wellness Policy

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- **Physical Activity** .................................................. 9
- **Other Activities that Promote Student Wellness** .............. 11
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Orchard School District Wellness Policy

Preamble

Orchard School District (hereafter referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.1,2,3,4,5,6,7 Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students.8,9,10 In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically.11,12,13,14 Finally, there is evidence that adequate hydration is associated with better cognitive performance.15,16,17

This policy outlines the District’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus— in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

Orchard School District is an equal opportunity provider. This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.
I. **School Wellness Committee**

*Committee Role and Membership*

The District will convene a representative district wellness committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent the diverse Orchard school community including but not limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals, and mental health and social services staff; school administrators, school board members, and the general public.

*Leadership*

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. The designated official for oversight is (Title and contact information) Michelle Cullantang, Principal, Orchard School 921 Fox Lane, San Jose, CA 95131 (408) 944-0388 x 101, email: mquillantang@orchardisd.org.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title / Relationship to the School or District</th>
<th>Email address</th>
<th>Role on Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rick Kessler</td>
<td>Food Service Consultant</td>
<td><a href="mailto:Rick.Kessler@sodexo.com">Rick.Kessler@sodexo.com</a></td>
<td>Assists in the evaluation of the wellness policy implementation</td>
</tr>
<tr>
<td>Michael Bushell</td>
<td>Physical Education Teacher</td>
<td><a href="mailto:mbushnell@orchardisd.org">mbushnell@orchardisd.org</a></td>
<td>Assists in the evaluation of the wellness policy implementation</td>
</tr>
<tr>
<td>Amanda Binz</td>
<td>1st grade Teacher</td>
<td><a href="mailto:abinz@orchardisd.org">abinz@orchardisd.org</a></td>
<td>Assists in the evaluation of the wellness policy implementation</td>
</tr>
<tr>
<td>Michael Froehling</td>
<td>Middle School Science Teacher</td>
<td><a href="mailto:mfroehling@orchardisd.org">mfroehling@orchardisd.org</a></td>
<td>Assists in the evaluation of the wellness policy implementation</td>
</tr>
<tr>
<td>Mikala Wood</td>
<td>Physical Education Teacher</td>
<td><a href="mailto:mwood@orchardisd.org">mwood@orchardisd.org</a></td>
<td>Assists in the evaluation of the wellness policy implementation</td>
</tr>
<tr>
<td>Tammy Tran</td>
<td>4th grade Teacher</td>
<td><a href="mailto:tttran@orchardisd.org">tttran@orchardisd.org</a></td>
<td>Assists in the evaluation of the wellness policy implementation</td>
</tr>
</tbody>
</table>
II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

This wellness policy and the progress reports can be found at www.orchardsd.org.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District Office and/or on the district’s website: www.orchardsd.org. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. Annually, the District will also publicize the name and contact information of the school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District’s wellness policy compares to the Alliance for a Healthier Generation’s model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.
The position/person responsible for managing the triennial assessment and contact information is

Michelle Quilantang  
Principal  
921 Fox Lane  
San Jose, CA 95131  
(408) 944-0388 x 101  
mquilantang@orchardsd.org

The DWC will monitor schools’ compliance with this wellness policy. The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will annually inform parents of the content or updates to the wellness policy via electronic means and provide translations as applicable.

III. Nutrition

School Meals

Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans fat per serving (nutrition label or manufacturer’s specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), A-Z Salad Bar and Future Chefs competition.

All schools are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
• Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

• Menus will be posted on the District website or individual school websites, and will include nutrient content and ingredients.
• Menus will be created/reviewed by a Registered Dietitian or other certified nutrition professional.
• Students are served lunch at a reasonable and appropriate time of day.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA’s Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day*. Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day. Orchard School has two water stations, one located in the cafeteria and another located in the gym for student convenience.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus* during the school day* support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., “competitive” foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards.
These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, a la carte options in cafeterias, school stores and snack or food carts.

**Celebrations and Rewards**

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. Celebrations and parties. The district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for a Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

**Fundraising**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas. Schools will use encourage fundraisers promoting physical activity.

- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. These fundraisers may include but are not limited to, donation nights at restaurants, candy and pizza sales, market days, etc.

**Nutrition Promotion**

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at [http://www.foodplanner.healthiergeneration.org/](http://www.foodplanner.healthiergeneration.org/).

**Nutrition Education**

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:
• Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
• Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
• Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
• Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
• Links with school meal programs, cafeteria nutrition promotion activities, and other school foods and nutrition-related community services;
• Teaches media literacy with an emphasis on food and beverage marketing; and
• Includes nutrition education training for teachers and other staff.

**Essential Healthy Eating Topics in Health Education**

The District will include in the health education curriculum essential topics on healthy eating.

• Relationship between healthy eating and personal health and disease prevention
• Food guidance from MvPlate
• Reading and using FDA's nutrition fact labels
• Eating a variety of foods every day
• Balancing food intake and physical activity
• Eating more fruits, vegetables and whole grain products
• Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
• Choosing foods and beverages with little added sugars
• Eating more calcium-rich foods
• Preparing healthy meals and snacks
• Risks of unhealthy weight control practices
• Accepting body size differences
• Food safety
• Importance of water consumption
• Importance of eating breakfast
• Making healthy choices when eating at restaurants
• Eating disorders
  • **The Dietary Guidelines for Americans**
  • Reducing sodium intake
  • Social influences on healthy eating, including media, family, peers and culture
  • How to find valid information or services related to nutrition and dietary behavior
  • How to develop a plan and track progress toward achieving a personal goal to eat healthfully
  • Resisting peer pressure related to unhealthy dietary behavior
  • Influencing, supporting, or advocating for others’ healthy dietary behavior

**Food and Beverage Marketing in Schools**

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The district does not implore the use of food and beverage marketing in its school.
As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students’ physical activity can be provided through a comprehensive school physical activity program (CSPAP). Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason. This does not include participation on sports teams that have specific academic requirements. To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 100 minutes per week throughout the school year.

All District secondary students (middle school) are required to take physical education throughout all secondary school years.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions (meets Healthy Schools Program Silver-level criteria).
- All physical education classes are taught by licensed teachers who are certified or endorsed to teach physical education (meets Healthy Schools Program Gold-level criteria).

Essential Physical Activity Topics in Health Education

Health education will be required in all grades and the district will require middle school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
• How physical activity can contribute to a healthy weight
• How physical activity can contribute to the academic learning process
• How an inactive lifestyle contributes to chronic disease
• Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
• Differences between physical activity, exercise and fitness
• Phases of an exercise session, that is, warm up, workout and cool down
• Overcoming barriers to physical activity
• Decreasing sedentary activities, such as TV watching
• Opportunities for physical activity in the community
• Preventing injury during physical activity
• Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
• How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
• Developing an individualized physical activity and fitness plan
• Monitoring progress toward reaching goals in an individualized physical activity plan
• Dangers of using performance-enhancing drugs, such as steroids
• Social influences on physical activity, including media, family, peers and culture
• How to find valid information or services related to physical activity and fitness
• How to influence, support, or advocate for others to engage in physical activity

**Recess (Elementary)**

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Outdoor recess will be offered when weather is feasible for outdoor play. In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active.

**Classroom Physical Activity Breaks (Elementary and Secondary)**

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day. The District encourages teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time when applicable. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

**Active Academics**

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible and do their part to limit sedentary behavior during the school day. Teachers will serve as role models by being physically active alongside the students whenever feasible.

**Before and After School Activities**

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school by: Intramural Sports (Middle School only)
Active Transport

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in the following activities below:

- Designate safe or preferred routes to school
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Use crossing guards

V. Other Activities that Promote Student Wellness

The District will engage in wellness activities across the entire school campus. These activities will promote student well-being, optimal development and strong educational outcomes. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will continue relationships with community partners in support of this wellness policy’s implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. As described in the “Community Involvement, Outreach, and Communications” subsection, the District will use electronic mechanisms, as well as non-electronic mechanisms to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee two leads. The elementary leader is Ms. Tammy Tran and the middle school leader, Mr. Mike Bushell.

The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school. Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.
Glossary:

Extended School Day – the time during, before and afterschool that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus - areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day – the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

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)