

Morgan Hill Unified School District Morgan Hill USD Phone (408) 201-6000

15600 Concord Circle FAX (408) Morgan Hill, CA 95037

Website: <http://www.mhusd.org>

SB 187

Comprehensive School Safety Plan Process & Templates 2017-2018

Live Oak High School

1505 East Main Avenue

Morgan Hill, CA 95037

408-201-6100

<http://www.liveoak.mhusd.org>

Preface

The Comprehensive School Safety Plan Process & Templates is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System. It is designed to be an electronic or hard-copy Safety Plan.

The template is also designed as a living document to be updated as necessary to meet site, district and community needs, forms or requirements.

It is NOT intended to be a “grab and go” guide in an actual emergency.

DRAFT

Table of Contents

CHAPTER 1

SB 187: School Safety Plan	5
School Safety Planning Committee	7
Annual Safety Goals	9
Mandated Policies and Procedures	11
Child Abuse Reporting	12
Suspension and Expulsion Policies	16
Staff Notification of Dangerous Students	19
Sexual Harassment Policy	22
Procedures for Safe Ingress and Egress	28
School Discipline	33
Dress Code	51
Routine and Emergency Disaster Procedures: Drills	52
Earthquake Drills	52
Fire Drills	54
Active shooter/Lockdown Drills	55
Routine and Emergency Disaster Procedures: Overview	57
The Basic Plan	57
Definitions: Incidents, Emergencies, Disasters	61
Earthquake Overview	63
Levels of Response	65
Response Level Diagram	66
Emergency Phases	67
First Things First	69
District and Parent Responsibilities for Students	70
Emergency Response Procedures	71
Basic Actions	71
Earthquake	74
Fire	75
Power Outage / Rolling Blackouts	76
Shelter-in-Place	78
Bomb Threat	79
Intruder on Campus	82
Hostage Situation	83
Lockdown Active shooter	84
Poisoning, Chemical Spills, Hazardous Materials	85
Emergency Evacuation Routes and Procedures	90
Medical Emergencies	94
Triage Guidelines	95

Suicide 97
Mass Casualty 98
Bioterrorism 100
Immunization & Mass Prophylaxis Pandemic & Bio-Terrorism 104
Incident Command System 108
Responsibilities for a School Disaster 108
Staging Areas 112
Emergency Response Teams 113
District Emergency Directory 116
District Emergency Operations Center 117
Emergency Communications 118
Media Contact Information 122
Recovery 123
Appendices 125
Annual Emergency Awareness/ Preparedness Checklists & Forms 125
Homeland Security Advisory System 139

DRAFT

CHAPTER 1: SB 187: SCHOOL SAFETY PLAN

Introduction:

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the school comprehensive safety plan which is certified by members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
 - Child Abuse reporting procedures
 - Policies pursuant to Education Code 48915(c) and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
 - Procedures to notify teachers and counselors of dangerous students
 - Sexual Harassment Policy
 - Safe ingress and egress to and from school
 - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
 - Dress Code
 - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

Implementation of Plan:

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the school library and the main office.

CHAPTER 2

School Safety Planning Committee: The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Live Oak High School Safety Plan Signature Page 2017-2018

The undersigned members of the Live Oak High School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.



Dr. Maria Reitano

April 26, 2018

Principal

Signature

Date

Tanya Calabretta

Asst. Principal

Signature

Date

Auri Yabrudy

Asst. Principal

Signature

Date

Cherisse White

SSC Rep.

Signature

Date

JoAnne Markowska

MHFT Rep.

Signature

Date

Tracie Shumate

Classified Rep.

Signature

Date

Dina Muzzi

Parent Rep.

Signature

Date

Jeff Brandon

SRO - MHPD

Signature

Date

CHAPTER 3: ANNUAL SAFETY GOALS

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported upon.

Live Oak High School Safety Plan Goals 2017– 2018

Safety Plan Goals:

- I. Goal I: Implement and train staff/students on all safety and drill procedures.
 - A. Current Data:
 1. 25 new staff members on site, 31 staff members in year 0-2 with LOHS.
 2. Updates have been made in district, city, county, state and federal procedures.
 3. Training consists of basic awareness and done once annually.
 - B. Actions:
 1. Develop campus CERT team with team leaders
 2. Revise Safety Plan with Safety Plan Team and School Site Council
 3. Identify evacuation locations
 - a) Create new maps
 - b) Identify areas physically
 4. Train staff
 5. Hold drills in the area of Fire, Earthquake and Active Shooter
 - C. Review of Goal Progress

- II. Goal I: Create a CERT/ICS Response Team
 - A. Current Data:
 1. 25 new staff members on site, 31 staff members in year 0-2 years with LOHS.
 2. Updates have been made in district, city, county, state and federal procedures.
 3. New procedures and drills require more active stakeholders to implement.
 - B. Actions:
 1. Identify building safety leads
 2. Review revised Safety Plan
 3. Pursue CERT/ICS Response team trainings outside of site facilitated training.
 - C. Review of Goal Progress

- III. Goal III: Revise and Implement Student Support Team (SST) procedures and supports
 - A. Current Data:
 1. 176 students have an IEP or 504 plan
 2. 391 EL students (all classifications)
 3. 237 Class, In-house, Site Suspensions and/or Expulsions in 16-17 year
 4. 4824 unexcused absences in 16-17 year
 - B. Actions:
 1. Revise SST Referral Form
 2. Develop SST Process and Team members
 3. Train staff on the SST process to support “at-risk” students
 - C. Review of Goal Progress

CHAPTER 4: MANDATED POLICIES AND PROCEDURES

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164
- Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing
- "gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:**
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out of home care.

1. Child Abuse

- a. Injury inflicted by another person.
- b. Sexual Abuse.
- c. Neglect of child's physical, health, and emotional needs.
- d. Unusual and willful cruelty; unjustifiable punishment.
- e. Unlawful corporal punishment.

2. Not Considered Child Abuse

- a. Mutual affray between minors
- b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

2. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone and by the person(s) reported to.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

3. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional wellbeing is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

4. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any

member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

6. This entire section on Child Abuse was been taken from California Laws Relating To Minors Manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
2. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years
2. There is lewd and lascivious acts committed by a partner more than 10 years older than the child.
3. The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:

1. The partner is less than 14 years of age.
2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
3. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:

1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

1. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
2. Unlawful sexual intercourse of a child 14 to 15 years old with a partner older than 14 and less

than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

3. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (408) 683-0601

F. Staff Training

The District provides annual online training modules through Keenan Safe Schools. The school sites train certificated and classified staff annually on child abuse reporting, sexual harassment policies, and blood-borne pathogens.

G. Reporting Procedure

- Notify administrator and request reporting form and information.
- Complete reporting form and forward to CPS.
- Be available for potential questions
- Administration notes in AERIES and contacts appropriate stakeholders

Suspension and Expulsion Policies

A. Grounds for suspension which fall under Education Code 48900

- a. Caused, attempted to cause, or threatened to cause physical injury to another person
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school or private property.
- 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. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k. Disrupted school activities or otherwise willfully defied the valid authority 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 to 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 sexual assault.
- 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.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which 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:

- a. While on school grounds.
- b. While going to or coming from school.
- c. During the lunch period, whether on or off the campus.
- d. During, or in route to and from, a school sponsored activity.

B. Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- a. Causing serious physical injury to another person, except in self defense.
- b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance, as defined under Ed. Code.
- d. Robbery or extortion.
- e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

C. Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance as defined by Education Code.
- d. Committing or attempting to commit a sexual assault as defined in the Education Code.

D. Staff Training

The District provides training for site administrators through monthly leadership meetings, presentations from the District's legal counsel and on-going support for site administrators on case-by-case basis.

E. Reporting Procedures

- a. Call emergency extension 40995 and/or administration
- b. Call 911 or MHPD when necessary
- c. Complete the google Referral Form
- d. Write staff statement and give names of witnesses to administration for student statements to be written.
- e. If class suspension is the only disciplinary action, teacher must notify parents by phone by 5pm.
- f. Teachers will be notified of all suspensions/expulsions with the student ID number and days the student will be out. Work may be requested.
- g. Notes added to Aeries and flag put in place.
- h. Upon student return, a meeting will be held with counselor and/or administrator with a behavior contract and/or plan put in place.
- i. Administrative report back to referring staff member

Staff Notification of Dangerous Students

CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

**Staff will be notified via email and discipline records are made available within aeries.*

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

- a. (1) Caused, attempted to cause, or threatened to cause physical injury to another person;
or
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, 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.
- g. Stolen or attempted to steal school property or private property.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. 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.
- j. 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.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
- m. 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.
- n. 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.
- o. A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. 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:
 - i. While on school grounds.
 - ii. While going to or coming from school.
 - iii. During the lunch period whether on or off the campus.
 - iv. During, or while going to or coming from, a school sponsored activity.
- p. It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed

against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

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

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is Enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.

(b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the Circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Policy

A. Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when any of four conditions are met:

- a. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;
- b. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;
- c. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;
- d. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment

- a. Student vs. Student
- b. Student vs. Staff Member
- c. Staff Member vs. Student
- d. Staff Member vs. Staff Member
- e. Knowledge of Student to Student or Staff to Student Sexual Harassment

C. School-Level Complaint Process/Grievance Procedure

Complaints of sexual harassment, or any behavior prohibited by the district's Non Discrimination/Harassment policy - BP 5145.3, shall be handled in accordance with the following procedure:

- a. Notice and Receipt of Complaint: Any student who believes he/she has been subjected to sexual harassment or who has witnessed sexual harassment may file a complaint with any school employee. Within 24 hours of receiving a complaint, the school employee shall report it to the district Coordinator for Non Discrimination. In addition, any school employee who observes any incident of sexual harassment involving a student shall, within 24 hours, report this observation to the Coordinator/Principal, whether or not the victim files a complaint.

In any case of sexual harassment involving the Coordinator/Principal to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall instead report to the Superintendent or designee.

- b. Initiation of Investigation: The Coordinator/Principal shall initiate an impartial investigation of an allegation of sexual harassment within five school days of receiving notice of the harassing behavior, regardless of whether a formal complaint has been filed. The district shall be considered to have "notice" of the need for an investigation upon receipt of information from a student who believes he/she has been subjected to harassment, the student's parent/guardian, an employee who received a complaint from a student, or any employee or student who witnessed the behavior.

If the Coordinator/Principal receives an anonymous complaint or media report about alleged sexual harassment, he/she shall determine whether it is reasonable to pursue an investigation considering the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment.

- c. Initial Interview with Student: When a student or parent/guardian has complained or provided information about sexual harassment, the Coordinator/Principal shall describe the district's grievance procedure and discuss what actions are being sought by the student in response to the complaint. The student who is complaining shall have an opportunity to describe the incident, identify witnesses who may have relevant information, provide other evidence of the harassment, and put his/her complaint in writing. If the student requests confidentiality, he/she

shall be informed that such a request may limit the district's ability to investigate.

- d. Investigation Process: The Coordinator/Principal shall keep the complaint and allegation confidential, except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

The Coordinator/Principal shall interview individuals who are relevant to the investigation, including, but not limited to, the student who is complaining, the person accused of harassment, anyone who witnessed the reported harassment, and anyone mentioned as having relevant information. The Coordinator/Principal may take other steps such as reviewing any records, notes, or statements related to the harassment or visiting the location where the harassment is alleged to have taken place.

When necessary to carry out his/her investigation or to protect student safety, the Coordinator/Principal also may discuss the complaint with the Superintendent or designee, the parent/guardian of the student who complained, the parent/guardian of the alleged harasser if the alleged harasser is a student, a teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth, law enforcement and/or child protective services, and district legal counsel or the district's risk manager.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

- e. Interim Measures: The Coordinator/Principal shall determine whether interim measures are necessary during and pending the results of the investigation, such as placing students in separate classes or transferring a student to a class taught by a different teacher.
- f. Optional Mediation: In cases of student-on-student harassment, when the student who complained and the alleged harasser so agree, the Coordinator/Principal may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree, and he/she shall be advised of the right to end the informal process at any time.

(cf. 5138 - Conflict Resolution)

- g. Factors in Reaching a Determination: In reaching a decision about the complaint, the Coordinator/Principal may take into account:
1. Statements made by the persons identified above
 2. The details and consistency of each person's account
 3. Evidence of how the complaining student reacted to the incident
 4. Evidence of any past instances of harassment by the alleged harasser
 5. Evidence of any past harassment complaints that were found to be untrue

To judge the severity of the harassment, the Coordinator/Principal may take into consideration:

1. How the misconduct affected one or more students' education
 2. The type, frequency, and duration of the misconduct
 3. The identity, age, and sex of the harasser and the student who complained, and the relationship between them
 4. The number of persons engaged in the harassing conduct and at whom the harassment was directed
 5. The size of the school, location of the incidents, and context in which they occurred
 6. Other incidents at the school involving different students
- h. Written Report on Findings and Follow-Up: No more than 30 days after receiving the complaint, the Coordinator/Principal shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the Coordinator/Principal shall notify the student who complained and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If it is determined that harassment occurred, the report

shall also include any corrective actions that have or will be taken to address the harassment and prevent any retaliation or further harassment. This report shall be presented to the student who complained, the person accused, the parents/guardians of the student who complained and the student who was accused, and the Superintendent or designee.

In addition, the Coordinator/Principal shall ensure that the harassed student and his/her parent/guardian are informed of the procedures for reporting any subsequent problems. The Coordinator/Principal shall make follow-up inquiries to see if there have been any new incidents or retaliation and shall keep a record of this information by entering in student data system Aeries.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
(cf. 5131.5 - Vandalism and Graffiti)
2. Providing training to students, staff, and parents/guardians about how to recognize harassment and how to respond
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
3. Disseminating and/or summarizing the district's policy and regulation regarding sexual harassment
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to parents/guardians and the community
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)
5. Taking appropriate disciplinary action

In addition, disciplinary measures may be taken against any person who is found to have made a complaint of sexual harassment which he/she knew was not true.

- (cf. 4118 - Suspension/Disciplinary Action)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
(cf. 5145.6 - Parental Notifications)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, including school web sites (Education Code 231.5)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

5. Be included in the student handbook
6. Be provided to employees and employee organizations

Staff Member vs. Staff member

BP 4119.11 Personnel

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal

C. Staff Training

The District provides annual online training modules through Keenan Safe Schools. The school sites train certificated and classified staff annually on child abuse reporting, sexual harassment policies, and blood-borne pathogens.

D. Reporting Procedure

1. Report to Administration and appropriate authorities.
2. Counseling may be provided.
3. Follow all mandated processes.

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- a. Identify off-campus evacuation site(s).
- b. Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

[REDACTED]	[REDACTED]
Date of Agreement	4/06/2014

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures. *Contact DO immediately and have maintenance turn off air.

C. Staff Training

It is the responsibility of the principal to ensure that all staff members are aware of primary and secondary off-site evacuation and assembly locations. They will be given resources to access additional information as needed. This is provided annually and reviewed by the site ICS/CERT team.

[REDACTED]
[REDACTED]

Emergency Evacuation Routes

DRAFT

School Discipline

A. Statement of Rules and Procedures On School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Visitors on campus:

- Visitors coming onto the campus for any reason, who are not District employees MUST check in and out in the school office by signing a visitor log. Visitors must obtain visitor stickers or badges and wear them in a visible place on their person while on campus. If a visitor leaves the campus and come back, you must repeat this procedure. Again, EVERYONE must sign in EVERY TIME they walk onto campus.
- District employees who are not regularly assigned to the school site must also sign in at the school office and display a badge while on campus.
- Visitors who are District employees and have a regular schedule at the school site need not sign in at the school office but must have their schedule for the site registered at the front office and have credentials.
- Volunteers must also sign in at the front office and display visitor stickers or badges, however, volunteers that have a regular schedule at the school site need not sign in at the school office if they have their schedule for volunteering at the site registered at the front office. All volunteers must display visitor stickers or badges and have completed district volunteer fingerprinting.
- Visitors who come to spectate at special events, such as assemblies, sporting events, or theatrical productions, need not register in at the office if another access procedure is in place or unless otherwise directed to by the school staff.
- All staff have been trained to make sure all visitors are wearing a visitors badge to ensure students are safe and all adults on campus have followed procedures.

D. Live Oak High School Rules/Code of Conduct

The rules you are about to read in the code of conduct supplement are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. These rules support, but do not limit, our authority.

- Dress Code

Any clothing or decoration, which detracts from the learning environment, is prohibited. **The school has the right to request that any student dressing inappropriately for school will change into other clothes, be sent home to change, and/or be subject to disciplinary action.**

Specific inappropriate dress includes:

- Bare feet, slippers or steel toed boots
- Garments exposing any portion of the torso or stomach
- Bare midriffs, net shirts, backless shirts, strapless tops, low cut tops that expose the chest region, see through shirts, see through pants
- Shorts/dresses/skirts must be appropriate length and are subject to administrative approval
- Clothing or symbols, which show obscene pictures or gestures, sexually suggestive statements, swear words, substances illegal to juveniles (tobacco, alcohol, or drugs), weapons, words/pictures depicting death, violence or gore. This includes brands that promote any of the above, including but not limited to apparel displaying the "Cookies" logo.
- Clothing, headgear, or symbols related to gang activities or clothing determined to be gang related by administration or resource officer.
- Doo rags or bandanas of any color, wearing of 1 glove on either hand is not allowed, as it is a gang related action.
- Masks or any facial decoration of any kind which fully or partially obscures identity.
- Sagging pants are not permitted, pants must be worn at waist level in a manner in which underwear is not exposed or would not be exposed if shirts were raised
- No spiked attire or safety pins may be worn or brought to campus
- Exposed undergarments of any kind
- No red, burgundy, or blue of any shade shoelaces or canvas belts
- Bathing suits deemed inappropriate by P.E. Teachers or Administration will not be permitted
- No blankets or pajama pants

- **Disciplinary Actions**

1st Violation – PE replacement clothing, warning, parent contact.

2nd Violation – PE replacement clothing, detention, parent contact

3rd Violation – PE replacement clothing, in-school suspension, parent contact

4th Violation – PE replacement clothing, suspension, parent contact

- **Bicycles/Skateboards**

Students are not permitted to ride their bicycles or skateboards on campus. **Live Oak High School is not responsible for lost, damaged, or stolen bicycles or skateboards.** Bicycles may be locked up in the bike rack, which is located next to the Theater (200) building. Skateboards must be kept in lockers.

- **Rallies**

Rallies will be held in the gym throughout the year. All students must follow general school rules at the rallies. Students are expected to:

1. Show respect and courtesy to the presenters/speakers/performers.
2. Sit in assigned areas.
3. Remain seated until the end of the rally.
4. Never bring food, drink and/or backpacks or other bags to the rallies.

- **Dance Policies**

School dances are held in the school gym and off campus. All school rules apply at all dances. In addition to the general school rules, the following applies to all students participating in school dances.

1. School dances are limited to Live Oak High School students in good standing and their guests. To be in good standing, students must have a 2.0 GPA, and be in compliance with the demerit policy and behavioral guidelines.
2. Each Live Oak High School student must present a valid Live Oak High School photo ID upon entrance.
3. A guest must have photo ID and **a guest pass** on file with the ASB office per dance to enter. Guest must be under age 21 and have prior approval by administration in order to attend.
4. Backpacks will not be allowed into the gym.
5. No student will be allowed in 60 minutes or more after the start of the dance.
6. Students leaving early for any reason will not be allowed to re-enter the dance.
7. Students who engage in inappropriate behavior during the event, including inappropriate dancing, may be asked to leave the school premises immediately. This includes grinding and back-to-front dancing.
8. **Any student who is involved in any of the following types of incidents while at school or at any school function...**
 - **any drugs, alcohol or other illicit substances - students may be subject to drug or alcohol testing.**
 - **acts involving any physical violence**
 - **any behavior resulting in a suspension from school for 3 or more days...will lose the privilege of participating in any and all extracurricular activities for a period of at least 6 weeks, inclusive of the first day of suspension. This includes all senior activities and participation in the graduation ceremony.**
9. All fees/fines must be paid before purchasing tickets to any dance and prior to participation in any extracurricular event, including graduation. All fines must be paid by the end of the current school year. There will be no fines carried over.
10. All dance tickets are pre-sale only. No tickets are sold at the door.

- **Extra Curricular Events Policy**

Participation in Extra/Co-Curricular Activities:

To encourage and support academic excellence, students must earn at least a 2.0 or C grade point average on a 4.0 scale and maintain satisfactory progress toward graduation, as defined on page 11 in order to participate in extra/co-curricular activities. See Board Policy 5551 and 5552 (Education Code 35160.5)

A student who is involved in any of the following types of incidents while at school or at any school function...

- any drugs, alcohol or other illicit substances – students may be subject to drug or alcohol testing.
- acts involving any physical violence
- any behavior resulting in a suspension from school for 3 or more days...
- accumulation of 12 or more demerits in a quarter

will lose the privilege of participating in any and all extracurricular activities for a period of at least 6 weeks, inclusive of the first day of suspension. This includes all senior activities and participation in the graduation ceremony.

- **Field Trips/School-Sponsored or School-Related Off-Campus Activities**

In order to participate in field trips or other school related activities that require missing classes, students must have less than 6 unexcused absences in any class, and have no suspensions during the semester in which the trip occurs. **Teachers will submit students' names for approval at least 10 days before a trip or activity in order to clear students for participation.** Approval from all of the students' teachers is required for participation on the field trip.

- **Searches**

Any student, student locker, backpack, purse, electronic device and its contents, and/or vehicle parked on campus are subject to search at any time (**given reasonable suspicion of an effect on school environment/safety**) by the Live Oak High School administration. This may include breathalyzer testing.

- **Tobacco**

Tobacco and any related products or paraphernalia, including vapor pens and oils, are not allowed on the Live Oak High School campus and/or at all school functions. Offenders will be referred to an Assistant Principal. Offenders face parental conferences, possible citation by Morgan Hill Police Department and suspensions.

- **Campus Disruptions**

Disruptive behavior on this campus is not allowed. Examples include, but are not limited to, food fights, spraying or throwing water/beverages, whistling or shouting, inappropriate hand gestures, swearing, movement or gathering of large groups of students, general horseplay, repeated defiance and/or disruption within a classroom or on campus. These behaviors are subject to disciplinary measures up to and including suspension, arrest, and/or expulsion.

ATTENDANCE POLICY

Because class attendance and participation is so important to student success, Live Oak High School has established the following policy to encourage students to attend all their classes. We ask that you work with us as a team to support this policy and student attendance.

- **Important Points**

.. An absence occurs when the student is not present when the teacher takes attendance.

.. **3 tardies are equivalent to 1 unexcused absence.**

.. Any time a student is absent/tardy from one or more class periods in a day, a calling machine will call home that day to inform the parent/guardian. It is important that the school has the correct home number on file, and that parent/guardian respond to these calls home.

.. **Legitimate excuses for missing class are illness, doctor or dentist appointment, funeral, religious observance, and court appearance**

.. **At 6 unexcused absences** in a class during the semester of occurrence, the student may lose the opportunity to participate in all extracurricular activities (athletics, drama, yearbook, band, band performances), and loses his or her work permit.

.. **At 8 unexcused absences** in a class in the same semester, the student may lose all credit for this class and will receive an "F" for the semester, however the student will not be dropped from the class. Under certain circumstances, a parent may request that the student be dropped from the class, in which case the student will receive a W/F (Withdrawal/Fail) for the semester.

.. If a student needs to be absent from a class or leave school during the day, **he or she must sign out through the Attendance Office.** If a student fails to do so, even for a legitimate excuse, the **absence will remain unexcused in the record.** *Please see the Procedures for Leaving Campus policy detailed on Page 13.*

.. **If a student has accumulated 14 absences in the school year in any one period due to illness, any further absences for illness must be verified by a physician. When deemed necessary by administration, a physician's note may be required for ANY illness related absence.**

.. The District shall notify the student's parent or guardian of this unexcused absence policy through an annual notice or through the teacher.

- **Excusing Absences**

.. To call the Attendance Office, please dial **201-6122** at any time, day or night. Attendance clerks are available from 7:30AM to 3:30PM or an answering machine will record your message at **any time of the day or night.**

.. To excuse an absence, the parent/guardian must notify the Attendance Office in one of these ways: telephone call, in person, or a signed note.

.. **Parents/guardians have 3 school days after the date of an absence to excuse the absence. If an absence is not excused within 3 days, it will remain in the record as an unexcused absence. Under no circumstances are absences cleared at the end of the grading period or before school events such as dances, etc.**

- **Releasing Students From Class**

.. **For any medical, dental, or other off-campus appointment, please contact the school as soon as possible so arrangements may be made to retrieve the student from class with the least possible disruptions and delay in leaving.** Parents/guardians only may excuse their student from school and must be prepared to show a picture ID to verify information on the student's emergency card when picking up a student to leave campus during the school day. **Students must check out through the Attendance Office when leaving campus. Failure to do so will result in**

an unexcused absence regardless of reason. Students will be given an off-campus pass when they leave.

- **Making Up Work**

Attending classes every day is crucial to student success in a comprehensive high school program. The most challenging aspect of a student being absent from school is making up the missed coursework. Below are guidelines to keep students from falling behind:

1-4 Days' Absences

- **Buddy System** – When a student is out 1-4 days, it is best for the student to call, text or email friends in his/her classes to get the missed assignments. When the student returns, he/she will not be far behind the rest of the class. The student should always make arrangements with the teacher to make-up any missed quizzes, tests, projects, presentations, or lab work that was missed. The student has as many days as he/she was absent (for excused absences) to make up missed work.

- **Email** – The student and/or his family may email the teachers directly for an absence of 1-4 days. Most teachers respond quickly to this form of communication. Teachers' email addresses can be found on the school website.

5 -10 Days' Absences

- **Short-term independent study contract** – When a student knows in advance that he/she will be out for 5 or more consecutive days, a short-term independent study contract can be requested through the attendance office. This is a formal agreement which includes all work that the student will miss. The teachers assign work for the number of days that the student will be absent, and the work is due the day the student returns. This contract must be requested **prior to the absences occurring. The family should request this as soon as they know that the student will be out for more than 4 days.**

11+ Days' Absences

- See a counselor immediately for an educational alternative.
Students will not receive credit for assignments or tests missed because of an unexcused absence. The teacher may deduct 1% from the semester grade for each unexcused absence.

For excused absences, students will be allowed to make up class assignments and evaluations. It is the student's responsibility to make arrangements with the teacher for making up this work. The minimum time a teacher should allow a student to complete this work is the number of consecutive days that the student was excused absence.

Parents/guardians are encouraged to log on to their Home Access Center page or to call the Attendance Office between the hours of 7:30AM and 3:30PM to monitor their student's attendance. Please call 201-6122.

Parents/guardians are also encouraged to leave messages for individual teachers regarding attendance or other issues of concern. Please call 201-6100, 1, and then the extension number (teachers' extension numbers can be found on the staff directory of the Live Oak website). Teachers

should respond within 2 school days.

Aeries Portals

Aeries Portals for teachers, parents, and students is a Website **that connects parents to teachers** with any device. The main aim of this program is to increase communication between parents and teachers to help **ensure student success**. Parents and students can easily access critical information 24 hours a day, including real-time attendance, grades, test scores, and assignments. Through Aeries Portals parents can request automated emailed weekly progress reports to stay informed on student progress. Aeries Portals also helps parents and students **stay up-to-date** with school events and assignments with the portal calendar. Students and/or parents have the ability to request courses online.

This Website provides a **single, secure sign-in** for parents or guardians with multiple students regardless of the school enrolled at MHUSD. **Multi-lingual support** (English, Spanish, Vietnamese, Chinese, Korean and Arabic) is also available. Both parents and students can access Aeries Portals by **going to:** <https://morganhillusd.asp.aeries.net/student>.

Mobile Device

Students and parents have immediate **access** to real-time student information **using their preferred mobile device**. Quickly access assignments, grades, and attendance with simple one touch navigation.

Username & Password

Each student has his/her own username and password. Secondary students may obtain their username and password from the Counseling Office during brunch, lunch, or before or after school. Each parent or guardian also has their own username and password which is available for pick-up by bringing a photo ID to the school main office any time during the regular school hours. **Usernames and passwords will only be given to students and parents/guardians in person**, and will NOT be provided over the phone or by email.

LIVE OAK HIGH SCHOOL CODE OF CONDUCT

The following Code of Conduct is to assist parents, staff and students to ensure a positive and safe learning environment at Live Oak High School. The understanding of these school rules and regulations will ensure due process for everyone. The school has the right to determine the appropriate level of discipline based on the particular facts of each incident of misconduct. The school may choose any or all of the listed disciplines depending on the particular facts. Where the misconduct fits within more than one of these categories, the school can choose any or all of the listed disciplines within any or all of the categories. Students committing minor offenses may be referred to Peer Court.

The rules your are about to read in the code of conduct supplement are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. These rules support, but do not limit, our authority.

DISCIPLINARY PROCEDURES

Alcohol Possession/Use Distribution

Administrator/Parent/Student conference
5 day suspension
Referral to law enforcement
Expulsion recommendation*

Alcohol Sale

Administrator/Parent/Student conference
5 day suspension
Expulsion recommendation*

Altering of School Document

Administrator/Parent/Student conference
1-5 day suspension
Expulsion recommendation*

Arson

Administrator/Parent/Student conference
Restitution: Referral to law enforcement
5 day suspension
Expulsion recommendation*

Assault/Battery on Another Student

Administrator/Parent/Student conference
5 day suspension
Referral to law enforcement

Expulsion recommendation*

Battery with Weapon

Administrator/Parent/Student conference

Referral to law enforcement

5 day suspension

Expulsion recommendation*

Breaking Closed Campus Policy

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Bullying/Harassment/Hazing

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Computer Misuse/Vandalism

Administrator/Parent/Student conference

Restitution: Restriction from computer use

1-5 day suspension

Expulsion recommendation*

Controlled Substances

(Distribution/Possession/Usage)

Administrator/Parent/Student conference

Referral to law enforcement

5 day suspension

Expulsion recommendation*

Controlled Substances (Sale)

Administrator/Parent/Student conference

Referral to Law enforcement

5 day suspension

Expulsion recommendation*

Disruptive Conduct

(Classroom or School Activities)

Administrator/Parent/Student conference

1-5 day suspension

Referral to law enforcement

Expulsion recommendation*

Disruptive Conduct (Field Trip)

Administrator/Parent/Student conference

1-5 day suspension

1-year restriction from field trips

Referral to law enforcement

Expulsion recommendation*

Drug Paraphernalia

(Distribution/Possession/Sale)

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Electronic Device (Possession)

Parent must pick-up

Explosive Device

(Distribution Possession/Sale)

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Explosive Devices (Use)

Administrator/Parent/Student conference

Referral to law enforcement

5 day suspension

Expulsion recommendation*

Extortion

Administrator/Parent/Student conference

Restitution; Referral to law enforcement

5 day suspension

Expulsion recommendation*

False Fire Alarm

Administrator/Parent/Student conference

5 day suspension

Referral to law enforcement

Expulsion recommendation*

Forged Administrator's Signature

Administrator/Parent/Student conference

1-5 day suspension

Expulsion recommendation*

1-5 day suspension

Expulsion recommendation*

Forged Teacher Signature

Administrator/Parent/Student conference

1-5 day suspension

Expulsion recommendation*

Gambling

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Gang-Related Activity

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Hate Crimes/Speech

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Inappropriate Attire

Clothing item is changed or removed

Parent contact

Detention

Repeated offense – 1-5 day suspension

Insubordination

Administrator/Parent/Student conference

Detention

1-5 day suspension

Mutual Student Fighting

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Obscene Acts/Gestures

Administrator/Parent/Student conference

1-5 day suspension

Referral to law enforcement

Expulsion recommendation*

Parking Violation

Citation or tow

Referral to law enforcement

Profane or Abusive Language

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Robbery

Administrator/Parent/Student conference

Restitution

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Sexual/Battery Assault

Administrator/Parent/Student conference

Referral to law enforcement

5 day suspension

Expulsion recommendation*

Sexual Harassment/Verbal

Administrator/Parent/Student conference

Referral to law enforcement

1-5 day suspension

Expulsion recommendation*

Theft of School/Staff/Student Property

Administrator/Parent/Student conference
Restitution
Referral to law enforcement
1-5 day suspension
Expulsion recommendation*

Threatening Harm to Another Student

Administrator/Parent/Student conference
Referral to law enforcement
1-5 day suspension
Expulsion recommendation*

Threatening Harm to Staff

Administrator/Parent/Student conference
Referral to law enforcement – CW30
1-5 day suspension
Expulsion recommendation*

Tobacco Possession or Use

1st Offense –

Administrator/Parent/Student conference
1 day suspension
Referral to Law Enforcement

2nd Offense

Administrator/Parent/Student conference
2 day suspension
Referral to Law Enforcement

3rd Offense

Administrator/Parent/Student conference
2-5 day suspension
Referral to Law Enforcement
Expulsion recommendation*

Trespassing

Administrator/Parent/Student conference
Referral to Law enforcement
1-5 day suspension
Expulsion recommendation*

Vandalism

Administrator/Parent/Student conference
Restitution; Referral to law enforcement
1-5 day suspension
Expulsion recommendation*

Verbal Abuse of Staff

Administrator/Parent/Student conference
1-5 day suspension
Referral to law enforcement
Expulsion recommendation*

Weapons Possession, including imitation firearms

Administrator/Parent/Student conference
Referral to law enforcement
5 day suspension
Expulsion recommendation*

****Expulsion recommendation with school board approval. While expulsion is pending, suspension may be extended until school board decision.***

Any student who is involved in any of the following types of incidents while at school or at any school function...

- **any drugs, alcohol or other illicit substances**
- **acts involving any physical violence**
- **any behavior resulting in a suspension from school for 3 or more days...**

will lose the privilege of participating in any and all extracurricular activities for a period of at least 6 weeks, inclusive of the first day of suspension. This includes all senior activities and participation in the graduation ceremony.

MHUSD Special Education The Individuals with Disabilities Education Act (IDEA) is a federal law that mandates a "free and appropriate public education" to children with disabilities. Morgan Hill Unified School District follows the education code for special education to be in compliance with the IDEA. Students become eligible for special education services through a formalized process of evaluation. Anyone who suspects that a student is disabled may request an evaluation in writing. Requests will receive a response from the school site within 15 days. Usually a Student Study Team is asked to determine whether an assessment is necessary. If recommended, assessments will take place within 60 days of the initial request. If an assessment is not recommended, the Study Team will explain their reasoning in writing. Once a student has been assessed, an Individualized Education Program (IEP) meeting is held to determine a student's eligibility for services.

MHUSD Educación Especial El acta para los individuos con discapacidades (IDEA) es una ley general obligatoria para los niños con discapacidades a “una educación gratuita pública y apropiada.” El Distrito Escolar Unificado de Morgan Hill sigue el código de educación para educación especial para cumplir con las leyes de IDEA. Los estudiantes pasan a ser elegibles a los servicios de educación especial a través de un proceso formal de evaluación. Cualquier persona que sospeche que un estudiante es discapacitado puede solicitar por escrito una evaluación. Las solicitudes tendrán una respuesta de su escuela dentro de 15 días. Usualmente se le pide a un grupo de evaluación del estudiante por sus siglas en inglés SST que determine si una evaluación es necesaria. Si es recomendado, las evaluaciones se realizan dentro de los 60 días a la solicitud inicial. Si no se recomienda una evaluación, el grupo de estudio explicara sus razones por escrito. Una vez que un estudiante ha sido evaluado, se realizara una reunión del programa de educación individualizada por sus siglas en inglés IEP para determinar la elegibilidad de servicios para el estudiante.

MHUSD Non-Discrimination The Governing Board of the Morgan Hill Unified School District is committed to equal opportunity for all individuals in education. Morgan Hill Unified School District programs and activities do not discriminate on the basis of gender, gender identity, age, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs, which ensure that discriminatory practices are eliminated in all district activities.

La Mesa Administrativa del Distrito Escolar Unificado de Morgan Hill está comprometida en la igualdad de oportunidades para todos los individuos en la educación. Los programas y actividades del Distrito Escolar Unificado de Morgan Hill no discriminan con base al género, identidad de género, edad, sexo, raza, color, religión, ascendencia, origen nacional, identificación de grupo étnico, estado civil o de paternidad, discapacidad física o mental, orientación sexual o percepción de uno o más de estas características. La administración deberá de promover programas para asegurar que las practicas discriminativas sean eliminadas en todas las actividades del distrito

ANTI-HARASSMENT POLICY

Civil and Human Rights “The Morgan Hill Unified School District shall take reasonable steps to provide a school environment without unlawful harassment, including sexual harassment, and shall maintain an environment in which all students and adults model this behavior and are treated with dignity and respect. Therefore, no student or adult shall be subjected to sexual overtures or conduct, either verbal, visual, physical or perceived, which are intimidating, hostile, offensive, or unwelcome. Such conduct is unacceptable and will not be tolerated. Sexual and other unlawful harassment violates state and federal law, and District policy.

Physical or verbal harassment, physical abuse, profanity, slurs, and any other actions or words, actual or perceived, are not permitted. Harassment based on sexual orientation, gender identity, race, national origin, ethnicity, religion, age, physical or mental disability, or any other basis protected by federal, state, or local law, ordinance or regulation to the extent protected by law is prohibited. Violators of this rule will be subject to disciplinary action, which may range from parent conference, counseling, suspension, expulsion, and referral to the appropriate law enforcement agency.”

Everyone at Live Oak High School has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent sexual harassment, and harassment based on gender identity, race, national origin, ethnicity, religion, sexual orientation, or disability.

A harasser may be a student or an adult. Harassment may include the following when related to sexual orientation, gender identity, race, national origin, ethnicity, religion, or disability:

- ◆ Name calling, teasing, derogatory comments, slurs

- ◆ Remarks or rumors about an individual's sexual activities, sexual jokes, catcalls or Whistles
- ◆ Leering, winking, sexual gestures, pinching, patting, intentional rubbing against another individual's body
- ◆ Graffiti, offensive or graphic posters or book covers
- ◆ Derogatory notes or cartoons
- ◆ Unwelcome touching of a person or clothing, grabbing, fondling
- ◆ Violent acts or threats

If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, assistant principal, the principal or the District's Compliance Officer, Arlene Machado (201-6030).

If you believe that you or someone else has been the victim of harassment, you should report the alleged acts to a teacher, counselor, principal or the District's Compliance Officer. The report may be verbal or written. You are not required to complete a written form, but if you want to use a form, one is available from the school office.

Sexual Orientation/Gender Identity Harassment If you believe that you or someone else has been the victim of harassment based upon real or alleged sexual orientation or gender identity, you should report the alleged acts to a Compliance Coordinator. The Compliance Coordinators for Live Oak High School are Mr. Lloyd Webb, Principal, Mrs. Natalie Gioco, Assistant Principal, and Mrs. Auri Yabrudy, Assistant Principal.

You may also make your complaint to any teacher, counselor, or other staff member. The report may be verbal or written. You are not required to complete a written form, but if you want to use a form, one is available from the Compliance Coordinator.

Your right to privacy will be respected consistent with the District's legal obligations and the need to investigate harassment allegations and take remedial and corrective action.

We take seriously all reports of sexual harassment, and harassment based upon sexual orientation, gender identity, race, national origin, ethnicity, religion, or disability and will take all appropriate action to investigate such claims, to eliminate the harassment, and to discipline any persons found to have engaged in such conduct.

The District will also take action if anyone tries to intimidate you or take action to harm you because you made such a report.

This is a summary of this District's policy against sexual harassment, and harassment based on gender, race, national origin, ethnicity, religion, sexual orientation, or disability. A complete copy of the policy is available at the School office upon request.

Bullying Bullying is intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying happens in several different forms, including:

- Physical bullying involves harmful actions against another person's body. Physical bullying also involves the interference with another person's property.
- Verbal bullying involves speaking to a person or about a person in an unkind or hurtful way.
- Emotional bullying involves behaviors that upset, exclude, or embarrass a person.

- Sexual bullying singles out a person because of gender and demonstrates unwarranted or unwelcome sexual behavior.
- Racial bullying involves rejection or isolation of a person because of ethnicity.
- Cyber bullying is a form of indirect or social bullying that uses technological communications to humiliate, harass, embarrass, tease, intimidate, threaten, or slander another person. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a cell phone.

Hazing Hazing violates the MHUSD School Code of Conduct. This may be directed toward an act which ridicules, humiliates or embarrasses.

Examples include, but are not limited to:

- Identifying students by demeaning names
- Intentional isolation
- Scaring students with what may happen at initiation
- Requiring students to wear ridiculous costumes or perform ridiculous activities
- Stunt or skit nights/events with demeaning and/or crude skits and/or poems
- Requiring students to perform personal service to students such as carrying books, running errands, performing maid duties, etc.
- Forced alcohol consumption
- Forced ingestion of vile substances
- Gang initiation
- Assault including paddling, beating
- Birthday bashing

The commission of any of the above acts will garner disciplinary consequences which may include suspension and/or an arrest by MHPD.

Dress Code

Any clothing or decoration, which detracts from the learning environment, is prohibited. **The school has the right to request that any student dressing inappropriately for school will change into other clothes, be sent home to change, and/or be subject to disciplinary action.**

Specific inappropriate dress includes:

- Bare feet, slippers or steel toed boots
- Garments exposing any portion of the torso or stomach
- Bare midriiffs, net shirts, backless shirts, strapless tops, low cut tops that expose the chest region, see through shirts, see through pants
- Shorts/dresses/skirts must be appropriate length and are subject to administrative approval
- Clothing or symbols, which show obscene pictures or gestures, sexually suggestive statements, swear words, substances illegal to juveniles (tobacco, alcohol, or drugs), weapons, words/pictures depicting death, violence or gore. This includes brands that promote any of the above, including but not limited to apparel displaying the "Cookies" logo.
- Clothing, headgear, or symbols related to gang activities or clothing determined to be gang related by

administration or resource officer.

- Doo rags or bandanas of any color, wearing of 1 glove on either hand is not allowed, as it is a gang related action.
- Masks or any facial decoration of any kind which fully or partially obscures identity.
- Sagging pants are not permitted, pants must be worn at waist level in a manner in which underwear is not exposed or would not be exposed if shirts were raised
- No spiked attire or safety pins may be worn or brought to campus
- Exposed undergarments of any kind
- No red, burgundy, or blue of any shade shoelaces or canvas belts
- Bathing suits deemed inappropriate by P.E. Teachers or Administration will not be permitted
- No blankets or pajama pants

Disciplinary Actions

1st Violation – PE replacement clothing, warning, parent contact.

2nd Violation – PE replacement clothing, detention, parent contact

3rd Violation – PE replacement clothing, in-school suspension, parent contact

4th Violation – PE replacement clothing, suspension, parent contact

B. Staff Training

It is the responsibility of the principal to ensure that all staff members are aware of the school dress code and how it will be enforced. They will be given resources to access additional information as needed.

Chapter 5

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders and first aid kits.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loudspeaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee. Building leads will contact administration with safety confirmation. Campus supervisors will monitor each evacuation area.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office immediately.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

In the case of a fire emergency, drill or pull, please follow the following procedures to ensure the safety of our students and staff.

1. Upon fire alarm engaging, calmly inform students to stop what they are doing and that you will be evacuating the classroom in a calm matter to the predetermined location.
2. Custodial staff will report to the area in which the alarm has been engaged to assess.
3. Administration will begin building checks in their designated zones. Report out to principal as each building is cleared.
4. Make sure to grab the emergency folder, first aid kit and lock your doors if possible.
5. Follow the evacuation map to your designated classroom location.
 - a. The map dictates what offsite location you will report to.
 - b. Within that safe zone you and your students will find your classroom number painted on the ground where your class will line up.
 - c. Have students line up single file, not crossing the road. In some cases this will be parallel to the cars that are parked.
6. Take attendance and submit to the building safety representative who will be checking in with you.. Notify them of any students who were initially in your class and are no longer with you. Representatives will bring attendance sheets to attendance clerk at the front of the school.
 - a. In the event that fire alarm engages during brunch, lunch or passing period, students are to report to their last attended class evacuation location. In the event of before school, students will report to their first period class evacuation location.
7. Keep students calm, safe and maintain management and observation of the surroundings.
8. When the fire department or the safety team have deemed there to be no imminent danger, the Principal, and only the Principal will call an "ALL CLEAR". Students and staff **ARE NOT TO GO BACK ON TO CAMPUS OR INTO CLASSROOMS** prior to this occurring.

Please keep safety and procedures in mind at all time and frequently review them with your students. It is important to remember that any alarm could accompany the risk of danger and should always be taken seriously. If you notice or hear a secondary emergency such as an active shooter, downed power lines, flooding, etc...notify a safety representative immediately and follow procedures accordingly.

Active shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
 - a. Locking doors
 - b. Covering windows
 - c. Turning off lights
 - d. Building barricades
 - e. Reviewing classroom and all clear procedures
 - f. Reviewing off site evacuation procedures
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

Run-HIDE-Defend Drill Check Sheet

School: Live Oak High School Date: March 15th, 2018

Room/Area	Door(s) Locked	Windows Covered	Lights Off	Interior Barricaded	Teacher/Students Behind Barricade	Comments
Admin Bldg-Front						
Admin Bldg-Back						
Library						
Career/Counseling						
ASB Office						
ASB Classroom						
901						
902						
903						
904						
905						
906						
907						
Food Service Bldg						
Food Service Portable						

Chapter 6

Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Morgan Hill Unified School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Morgan Hill Unified School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Santa Clara County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local

authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster

Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage

becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions

Descriptive Title	Richter Magnitude	Intensity	Effects
--------------------------	--------------------------	------------------	----------------

Minor Earthquake	1 to 3.9		
-------------------------	-----------------	--	--

			Only observed instrumentally or felt only near the epicenter.
--	--	--	----------------------------------------------------------------------

Surface fault movement is small or does not occur.	Small Earthquake	4 to 5.9	
-----------------------------------------------------------	-------------------------	-----------------	--

--	--	--	--

			Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
--	--	--	----------------------------------------------------------------------------------------

Moderate Earthquake	6 to 6.9		
----------------------------	-----------------	--	--

			Moderate to severe earthquake range; fault rupture probable.
--	--	--	---------------------------------------------------------------------

Major Earthquake	7 to 7.9		
-------------------------	-----------------	--	--

			Landslides, liquefaction and ground failure triggered by shock waves.
--	--	--	------------------------------------------------------------------------------

Great Earthquake	8 to 8+		
-------------------------	----------------	--	--

			Damage extends over a broad area, depending on magnitude and other factors.
--	--	--	------------------------------------------------------------------------------------

Levels of Response Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

Ongoing routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Morgan Hill Unified School District to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

First Things First Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs:

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Santa Clara County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city,

city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed
2. When a state of emergency has been proclaimed
3. When a federal disaster declaration has been made.

DRAFT

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then 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 students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Chapter 7

Emergency Response Procedures Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING and LEAVE CAMPUS

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

- a. Fire
- b. Peacetime Bomb Threat
- c. Chemical Accident
- d. Explosion or Threat of an Explosion
- e. Following an Earthquake
- f. Other similar occurrences that might make the building uninhabitable
- g. At the onset of a Active shooter/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- a. Severe Windstorm (short warning)
- b. Biological or Chemical Threat
- c. Sniper Attack
- d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- a. Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- b. Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- c. Explosion/Nuclear Attack:

- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut off valves will be shut off for each applicable building under the joint authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake DROP, COVER, and HOLD Earthquake procedures in the classroom or office

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

In the case of a fire emergency, drill or pull, please follow the following procedures to ensure the safety of our students and staff.

1. Upon fire alarm engaging, calmly inform students to stop what they are doing and that you will be evacuating the classroom in a calm matter to the predetermined location.
2. Custodial staff will report to the area in which the alarm has been engaged to assess.
3. Administration will begin building checks in their designated zones. Report out to principal as each building is cleared.
4. Make sure to grab the emergency folder, first aid kit and lock your doors if possible.
5. Follow the evacuation map to your designated classroom location.
 - a. The map dictates what offsite location you will report to.
 - b. Within that safe zone you and your students will find your classroom number painted on the ground where your class will line up.
 - c. Have students line up single file, not crossing the road. In some cases this will be parallel to the cars that are parked.
6. Take attendance and submit to the building safety representative who will be checking in with you.. Notify them of any students who were initially in your class and are no longer with you. Representatives will bring attendance sheets to attendance clerk at the front of the school.

- a. In the event that fire alarm engages during brunch, lunch or passing period, students are to report to their last attended class evacuation location. In the event of before school, students will report to their first period class evacuation location.
7. Keep students calm, safe and maintain management and observation of the surroundings.
8. When the fire department or the safety team have deemed there to be no imminent danger, the Principal, and only the Principal will call an "ALL CLEAR".

Students and staff **ARE NOT TO GO BACK ON TO CAMPUS OR INTO CLASSROOMS** prior to this occurring.

Power Outage

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Call Superintendent's office
- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries and first aid kits
 - Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district's PG&E Block list to determine in which PG&E block your site is located.

is located. As a note, Block 50's power will not be interrupted. Ask your teachers to have alternative teaching methods and plans to be used at

STAGE 3 only. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans. Plan alternative communication methods that suit your site, such as runners, cell

phones, or radios. - Phone tree is located on the hub and printed for appropriate staff members.

Develop a site plan such as a buddy system or supervisors/building lead chaperones for restrooms or any other

necessary leave during this period. Have flashlights & replacement batteries available for the restrooms and other

locations with no windows. Ask your staff and students to have seasonal warm clothing available. Use surge protectors for all computer equipment, major appliances and electronic

devices. If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.

If an outage lasts more than 30 minutes, have pre-designated (counseling staff) people walk through the campus and check on the status of individuals in each building.

Use a buddy system and campus chaperones when going to the restrooms.

DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.

DO NOT USE candles or gas lanterns.

Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.

Shut off lights in unoccupied rooms. Custodians will check common areas.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

SHUT. Close all doors and windows. The tighter and more complete the seal the better.

Close as many windows and doors between the outside and your shelter-in-place room as possible.

LISTEN. Remain quiet to hear critical instructions from school officials.

o If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

When will the bomb explode and where is the bomb located?

Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).

Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

Call 9-1-1. Give the following information:

✓ Your name ✓ Your call-back phone number ✓ Exact street location with the nearest cross street ✓ Nature of incident ✓ Number and location of people involved and/or injured

Notify Superintendent's Office.

Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.

Implement a systematic inspection of the facilities to determine if everyone is out. (Administration, Team Leads, Custodians and Campus Monitors.

Fire Department or Police Officers shall organize a search team to check for suspicious

objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance

**BOMB THREAT REPORT FORM Morgan Hill Unified SCHOOL DISTRICT School: Time Call Received:
Call Taken By: Date: Time Caller Hung Up: Title:**

Caller ID Info (*69)

Questions to Ask: Exact Wording of Threat:

1. When will the bomb explode? Caller's Voice:
(circle all that apply)

Caller's Language: (circle all that apply)

Background Sounds: (circle all that apply)

2. Where is the bomb right now? Calm Nasal Deep

Breathing

Cracking Voice

Well Spoken Educated Street Noises Crockery

3. What does it look like? Angry Stutter Disguised Accent Foul Message

Taped?

Voices PA System

4. What kind of bomb is it? Excited Lisp Serious Used Slang Message Read? Young (child) Music House Noises

5. What will cause it to explode? Slow Raspy Incoherent Joking Young (adult) Middle Aged Motor Office

6. Did you place the bomb? Rapid Deep Slurred Distinct Old Factory Machinery

7. Why? Soft Ragge

d

Clearing Throat

Normal Caller Demographics

(Circle One)

Animal Noises Clear

8. How did the bomb get in the school?

Loud Laught

er

Crying Frightened Male Female Unknow

n

Static Local

9. Where are you calling from? If voice is familiar, who did it sound like? Approximate Age: Long Distance Cell Phone

10. What is your name, address, phone?

Other Observations:

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- Have the person(s) under suspicion kept under constant covert surveillance.
- Approach and greet the intruder in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what their purpose is for being on campus.
- Advise intruder of the trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- Do not engage in a conversation or try to persuade the intruder to leave your classroom** or school. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if

he/she left the classroom. The intruder may perceive himself/ herself as being sane.

If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.

If and when possible, call Administration and/or 9-1-1.

Lockdown: Active shooter

An Active shooter/Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active shooter response is a partnership with local law enforcement.

Immediate actions should include:

Students and staff go into classrooms/buildings or run to off-site evacuation areas.

LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration

Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

Administration notifies the Superintendent

Intermediate activities:

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll

Conduct anxiety-reducing activities

Evacuation:

Prepare students and yourself for a quick evacuation

Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingested a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the District Superintendent's Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the Morgan Hill Unified District Office with the following information:
 - ✓ Date, time, and exact location of the release or threatened release
 - ✓ Name and telephone number of person reporting
 - ✓ Type of chemical involved and the estimated quantity
 - ✓ Description of potential hazards presented by the spill
 - ✓ Document time and date notification made
 - ✓ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway. **DO NOT LIGHT FLARES!**
- If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the Morgan Hill Unified District Office at (408) 201-6000. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Gasoline Lacquer Thinner

Solvents Paint

Motor Oil Agricultural Spray

Diesel Fuel Paint Thinner

Kerosene Stain

Anti-Freeze

Airborne Gases/Fumes

Brake Fluid

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the Morgan Hill Unified School District Office at (408) 201-6000.

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, **upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents.

Prevent runoff. Use absorbent "socks" or "booms" to contain the spill

- Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE

DONE SAFELY

- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- Date, time, and exact location of the release

- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Emergency Evacuation Routes and Procedures

Anderson Dam Lower Parking Lot

Insert School Map with Emergency Evacuation Routes and Off-Campus Evacuation Locations

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- Notify the Superintendent of the Campus Evacuation.

Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.

Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing Gently tilt the head back and lift the chin to open the airway.

Pinch the nose closed.

Give two slow breaths into the mouth.

Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding Apply direct pressure to the wound.

Maintain the pressure until the bleeding stops.

If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock Do whatever is necessary to keep the person's body temperature as close to normal as possible.

Attempt to rule out a broken neck or back.

If no back or neck injury is present, slightly elevate the person's legs.

Choking Stand behind the person.

Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.

Grasp your fist with your other hand, give an abdominal thrust.

Repeat until the object comes out.

If required, begin rescue breathing.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of

the disaster. These categories are listed below:

TRIAGE Priorities

Highest Priority - RED TAG

1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock

Second Priority - YELLOW TAG

1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage

Third Priority - GREEN TAG

1. Fractures or other injuries of a minor nature

Lowest Priority - BLACK

2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place.

Tag these people GREEN Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins If not breathing, tag BLACK (dead) DO NOT PERFORM C P R If patient needs assistance to maintain open airway, or respiratory rate is greater than

30 per minute, tag RED (attempt to use a bystander to hold airway open) If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED If capillary refill is less than 2 seconds, or radial pulse is present, go to next step. Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess If patient cannot follow simple commands, tag RED If patient

can follow simple commands, they will be tagged YELLOW or GREEN ☐ This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

STAY with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

☐ Determine what the problem is and call 9-1-1 for local emergency services.

Note: A casualty is a victim of an accident or disaster.

☐ Identify the problem and give the school address.

☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).

☐ Determine if problem will continue or if it is over.

- Notify Superintendent's Office.
- School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene. Contact Superintendent to determine need to send students ho

Mass Casualty PATIENT TRACKING SHEET Page_____

HOSPITALS: LGH – LOS GATOS STH – SANTA TERESA

ECH – EL CAMINO OCH – O’CONNOR SUH - STANFORD GSH – GOOD SAMARITAN SJH - SAN JOSE
VMC – VALLEY MED KSC – KAISER SANTA CLARA SLH – STE. LOUISE Other

PARAMEDIC TAG #

VICTIM NAME

STUDENT ID #

TIME OF DEPARTURE

Hospital

Signed _____

Date _____

Bio Terrorism

Anthrax Threat How to identify suspicious letters or packages Some characteristics of suspicious letters or packages include the following:

- ✓ Excessive postage ✓ Handwritten or poorly typed addresses ✓ Incorrect titles ✓ Title, but no name ✓ Misspellings of common words ✓ Oily stains, discolorations or odors ✓ No return address ✓ Excessive weight ✓ Lopsided or uneven envelop ✓ Protruding wires or aluminum foil ✓ Excessive security material such as masking tape, string, etc. ✓ Visual distractions ✓ Ticking sound ✓ Marked with restrictive endorsements, such as “Personal” or “Confidential.” ✓ Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as “Anthrax”

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door, or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the

incident to the local police and your site administrator.

List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

Leave the room and close the door or section off the area to prevent others from entering.

Wash your hands with soap and water to prevent spreading any powder to your face.

If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.

Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol (Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

Turn off local fans or ventilation units in the area.

Leave the area immediately.

Close the door or section off the area to prevent others from entering.

Move upwind, uphill, upstream.

If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

Shut down air handling systems in the building if possible.

If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to

do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalation Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti- toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980. Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure. Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur

Immunization & Mass Prophylaxis Pandemic & Bioterrorism

This Bioterrorism Support Plan (Plan) provides basic steps to guide designated Santa Clara County Public Health Department, City of San Jose and Morgan Hill Unified School District officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

This Plan is a living document subject to periodic revisions when needed.

In the event of a bioterrorism outbreak and based upon the Metropolitan Medical Response Plan, local officials will have determined which areas within the city to be quarantined, hot and cold zones. A quarantined area is defined as a specified area where isolation is enforced. A hot zone is defined as a contaminated area. A cold zone is an unaffected area.

Once the situation has been assessed and Public Health identifies the need to open an immunization center

(mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

The following provides guidelines for school district management in preparing, in advance, issues that need to be addressed during non-emergency times to ensure school district and school site readiness.

- 1) Statement of Agreement signed by Santa Clara County Public Health Department, City and school district
- 2) Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.
- 3) Establish that the City will provide security for the school district site
- 4) Define how long the Immunization center (mass prophylaxis center) can be open and what type of furnishings are needed for the center.
- 5) Ensure a manager is provided by the Public Health Department to oversee center operations
- 6) Identify the need to train site personnel in administering vaccinations and agree upon how these individuals will be compensated for their time by the Public Health Department
- 7) Establish who will be responsible for clean up

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

Superintendent's 1)

Office: _____

2) School District Security: _____

3) Custodial Services or Facilities: _____

The City OES informs Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be utilized. The school district official then follows the guidelines shown below:

- 1) Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).
- 2) If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department
- 3) Contact principal of the school site being converted into an immunization center (mass prophylaxis center)
- 4) Prior to turning school site over to the Public Health Department as an mass prophylaxis center, school site personnel will:
 - ◆ Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
 - ◆ Inventory usable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
 - ◆ Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public
- 5) SCHOOL DISTRICT site personnel will unlock the school site upon arrival of Public Health Department and

their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and center manager has tracked school supplies and materials used.

1) School site personnel compares supplies and materials used, physical property loss and damages

2) Both Public Health Department City and school site personnel inspect shelter site for

◆ Material and supplies used

◆ Property loss

◆ Property damage

3) When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damage/loss (photograph)

4) Business Services

◆ Gives property loss/damage to Risk Management to determine cost of property loss and repair costs

◆ Formalizes letter Public Health Department to file a claim covering loss and material usage

INVENTORY

Live Oak High School

Portion of School Used as a Mass prophylaxis center

(Gymnasiums only)

Current Usable Inventory Inventory Used by Mass

Prophylaxis Center

Date Inventory Taken: Date Inventory Taken

Description Quantity on Hand

✓ Quantity Used Comments

Paper Goods Toilet Paper Hand Towels Sanitary Seat Covers Other Liquid Soap Sanitary Supplies

The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

Morgan Hill Unified School District Site Personnel Signature Mass prophylaxis center Manager Signature

Date Date

Chapter 8 Incident Command System Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called Management, Planning, Operations, Logistics, and Finance/Administration.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the Incident Commander or School Commander.

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under Operations, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Morgan Hill Unified School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the

not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergency operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

Live Oak High School

School (Incident) Commander Maria Reitano

Operations Chief Bill Row

Liaison Sara Martinez

PIO Auri Yabrudy

Safety Tanya Calabretta

Planning Chief Brett Paolucci

Communications Nancy Herrera Logistics Chief Susan Paulsen

Finance Chief Kristopher Boursier

Documentation QA Nguyen

Situation Analysis Matt Barry

Site Check/Security Mark Cummins

Search & Rescue Jon Porras

Medical Missy Walters/Sarah Porras

Student Supervision Martha Stawarz

Student Transport/Release Donna Ingraham

Timekeeping Supplies/Facilities Veronica Diaz

Transportation Kim Dehn

Staffing Nicky Hilken

Purchasing Tracie Shumate

Staging Areas

Command Posts

Primary: Counseling Conference Room

Secondary: Lower parking area, Anderson Lake Park

Mass Care Centers

Primary: Blacktop adjacent to the boy's locker room (under solar panels)

Secondary: Tennis courts

Evacuation Centers

On Campus: Stadium

Off Campus: Lake Anderson Park lower parking area

Emergency Response Teams

Operations

Team Team Leader: Staff: Mark Cummins

Security: Mike Kiefer CJ Goularte Jason Locsin Andrew Cummings

Search & Rescue: Jon Porras Missy Walters Guy Betancourt Haydee Coreas Cecilia Mendoza Kaiti Whitmyre

Medical Noell Weeks Becky Perez Sarah Locarnini Yoana Ware

Student Release Kory Buechter JoAnne Markowska Jen Baez Arron Thomas Nicky Hilkene

Student Staging Area Teams:

Locations Team Leader: Staff:

9th Grade

Home Bleachers – North End

Darcy Foster Christopher Lau

Marisa Giesey QA Nguyen, Sara Martinez

10 th Grade

Home Bleachers – South End

Justin Martin Daniel Borkland

Sarah Keno Michael O'Neill

11th Grade

Visitor Bleachers – North End

Pam Wiemann Susan Paulsen

Andrew Cummings Trevor Bruffey

12th Grade

Visitor Bleachers – South End

Andrew Hupp Mandana Kompani

Ron Leonard Kaiti Whitmyre

Planning

Team Team Leader: Staff:

Documentation

Wanda Hirschfeld Joline Furuya

Situation Analysis

David Ravizza Pam Wiemann

Jason Locsin

Logistics

Team Team Leader: Staff:

Supplies/Facilities

Veronica Diaz Nate Padilla

Staffing

Tanya Calabretta

Communication

Tracie Shumate Sara Martinez

Nancy Herrera

Transportation

Kim Dehn Donna Ingraham

FINANCE

Team Team Leader: Staff:

Timekeeping

Kristopher Boursier

Purchasing

Terry Rounds

District Emergency Directory

Department Phone Number

Fiscal Services 408-201-6050

Educational Services 408-201-6070

Enrollment 408-201-6030

Facilities 408-201-6085

Food Service 408-201-6126

Grounds 408-201-6168

Human Resources 408-201-6015

Student Services 408-201-6040

Superintendent 408-201-6001

Technology 408-201-6030

Position Name Email Address

Superintendent Steve Betando betandos@mhusd.org

Asst. Superintendent

Business Services

Kirsten Perez perezk@mhusd.org

Asst. Superintendent

Educational Services

Dr. Norma Martinez-

Palmer

martinezplamern@mhusd.org

Asst. Superintendent

Human Resources

Fawn Myers myersf@mhusd.org

Director of Student Services Rose DuMond dumondr@mhusd.org

Director of

Curriculum/Instruction

Arlene Machado machadoa@mhusd.org

Director of Facilities Anessa Espinosa espinosaa@mhusd.org

Director of Fiscal Services Victoria Knutson knutsonv@mhusd.org

Director of Food Services Scott McMillan mcmillans@mhusd.org

Director of Technology Jim Carillo carilloj@mhusd.org

Director of Transportation Kathleen Rael raelk@mhusd.org

DRAFT

District Emergency Operations Center

Command Staff PIO: Fawn Myers Liaison: Jazmine Contreras

Technical Specialist: Jim Carrillo Safety: Kris Kamandulis

EOC Coordinator: Anessa Espinosa

Policy Group: Superintendent Board President Cabinet Associations

School (Incident) Commander Presidents: Allison Murray

Operations Coordination Chief: Anessa Espinosa

EOC Emergency Manager Anessa Espinosa

Planning Coordinator Chief: Allison Murray

Resource Coordination Chief: Kirsten Perez

Finance Coordination Chief: Victoria Knutson

Maintains Communication w/

Documentation

Monitor Staging Area

Timekeeping Site(s)

Allison Murray

Kirsten Perez

Victoria Knutson Anessa Espinosa

Sends Resource to Sites

Situation Analysis Anessa Espinosa

Allison Murray

Coordinates Student Transportation/Supervision/Release

Equipment, Supplies,

Maintains Communication w/ Kathleen Rael

Transportation, Communication

Insurance Companies Kirsten Perez

Victoria Knutson Implements Plans for getting schools running after the event Anessa Espinosa

Personnel Resources

Purchasing Kirsten Perez

Victoria Knutson

117 SITE COMPREHENSIVE SAFETY

PLAN

T

M

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems.
- Emails.
- Message runner.
- District telephone/emergency radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools:

In-district communications will be via:

- Telephone, if operable.
- District internal communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

118 SITE COMPREHENSIVE SAFETY PLAN

When using the Live Oak radio system:

This section may be modified to suit your communications system operations.

- Set radio to _____
 - Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
 - Unit to Base
 - Identify yourself: " This is ___NAME___. ___POSITION___, from ___SITE___.
 - Base will respond.
 - Give message, after transmission is complete. Base will end with (base number)clear
 - Unit to Unit
 - Use unit number to begin and end transmissions.
 - School Bus to unit
 - Use Unit number to begin and end transmissions.
- DO NOT interrupt when someone is transmitting exception for emergency information.
- Portable units should remain in charger when not in use.
 - Portable units keep a usable charge for ___ to ___ hours.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.
- Enact telephone tree in order to communicate updates.
- Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- Supply Superintendent's office and public information offices with a copy of each bulletin.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

120 SITE COMPREHENSIVE SAFETY PLAN

DRAFT

EOC Message Form

Date:

Priority (Circle) Emergency Urgent Routine Time: (Live Threatened) (Property Threatened) (All Others)

To: Name From: Name

Title Title

Location Location

Check One: Take Action For Information Other

Category Number Description

A. # _____ Fatalities

B. # _____ Injuries

Minor Minor: In need of First Aid attention only

C. # of Injured Injuries (Ambulance)

_____ Major: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, Major uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.

_____ Moderate: Burns, major multiple fractures, Back injuries with or without spinal Moderate cord damage.

D. Circle One Property Damages

Major Major damage: building collapse, building leaning, major ground movement causing large cracks in ground.

Moderate Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).

Minor Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.

E. Ambulance Resources Needed

PG&E Other (describe) Other Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate. Additional Information: Disposition:

Action Requested By: Time Action provided:

121 SITE COMPREHENSIVE SAFETY PLAN

Media Contact Information

Television Stations Fax Numbers Telephone

KPIX Channel 5 (ASSIGN. EDITOR) 415-765-8916 415-765-8610 KRON Channel 4 (BONNIE HITCH) 415-561-8136 415-561-8907 KGO-TV Channel 7 408-261-6413 408-261-6410 KQED TV Channel 9 415-553-2456 415-864-2000 KNTV Channel 11 408-538-1530 408-286-1111 KDTV Channel 14 415-538-8002 408-415-6311 KOFY TV (PS Announcement only) 415-641-1163 415-821-2020 KICU Channel 36 408-953-3630 408-953-3636

(408-383-2100) KSTS Channel 48 408-434-1046 408-435-8848

Radio Stations Fax Numbers Telephone KAZA 408-985-9322 408-984-1290 KBAY FM/KEEN AM 408-364-4545 408-370-1370 KEZR 408-293-3341 408-287-5775 KGO AM 415-954-8686 415-954-8100 KLIV AM/KARA FM 408-995-0823 408-293-8030 KLOK 408-532-7389 408-274-1170 K101 FM (call before 9:30 a.m.) 415-392-7140 415-956-5101 KSFO 415-658-4501 415-398-5600 KSJO FM/KSIX AM 408-452-1330 408-453-5400 KCBS 415-765-4112 (24 hrs)

Newspapers Fax Numbers Telephone San Jose Mercury News 408-288-8060 408-920-5541 Blossom Valley Times 408-494-7078 408-484-7000 Evergreen Times 408-494-7078 408-484-7000 Santa Teresa Times 408-494-7078 408-484-7000 Milpitas Post 408-263-9710 408-262-2454 Bay City News 408-294-7745 408-294-2793 or

415-552-8900 Berryessa Sun 408-263-9710
408-262-2454 El Observador 408-295-0188 408-295-4272 La Alianza 408-272-9395 408-295-9394 or
408-270-2457 408-270-3926 LaOferta Review 408-729-3278
408-729-6397 La Voz Latina 408-297-1428 408-297-1553 East (Jeff Butler) 408-928-1757 408-928-1750

122 SITE COMPREHENSIVE SAFETY PLAN

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Santa Clara County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the Santa Clara County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the Santa Clara County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

- (1) Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Santa Clara County Mental Health Department before reporting to their assigned campuses.
- (2) In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Santa Clara County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).
- (3) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

(4) The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

(5) In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Santa Clara County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

(6) In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

124 SITE COMPREHENSIVE SAFETY PLAN

DRAFT

Chapter 8

Appendices

Annual Emergency Awareness/ Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

125 SITE COMPREHENSIVE SAFETY PLAN

Live Oak High School Annual Site Awareness Checklist 2014 – 2015

Recommendation Steps Participants Completed

Review employment screening policy & procedure

- Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff?
- Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate?
- Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked?
- Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school?
- Security
- Human Resources

Review the physical security of bus yards and garages; review transportation security in general

- Are vehicle garages alarmed, and are the alarms in working order?
- Are fenced-in areas gated, locked, and adequately illuminated at night?
- Do drivers do “pilot inspections” of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended?
- Are bus drivers equipped with two-way radios or cell phones?
- Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes?
- Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information?
- Security
- Contract Bus Operators
- Health Staff
- Drivers

Review the adequacy of physical security in and around campus buildings

- Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.
- Are keys to campus and administration buildings adequately controlled?
- Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared.
- Is exterior lighting working and is illumination adequate?
- Is interior lighting (night lighting) working and is illumination adequate?
- Security
- Maintenance

- Operations

Review access control procedures and heighten employee awareness

- Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure?

- Everyone

126 SITE COMPREHENSIVE SAFETY PLAN

DRAFT

Train all employees to check these doors but consider assigning someone to check them as well.

- Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence.
- Has a visitor log and ID badge system been implemented?

Train everyone to recognize and report suspicious activities on campuses.

- Are persons taking pictures or filming campus activities questioned about their authorization to do so?
- Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again.
- Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters?
- Have you developed a plan to handle reports of suspicious activity?
- Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel?
- Do personnel know what to do if a suspicious package is found?
- Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs?
- Are food services personnel trained to be aware of suspicious people in their food preparation area?
- When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?

127 SITE COMPREHENSIVE SAFETY PLAN

- Everyone

- Implement a “tip-line” program that allows students, teachers, parents,

Student Services

staff, and other members of the school community to

anonymously, if they choose.

- Human Resources

Work closely with local law enforcement and health officials.

- Security
- Clinical Staff
- Crisis Management Team

Train staff on identifying and handling suspicious packages and letters.

- Have you made local law enforcement a partner in your district plans?
- Are parking regulations, particularly fire zone regulations, strictly enforced?
- Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans?
- Has local law enforcement been given the opportunity to conduct exercises on school property and on busses?
- Have you determined contact protocol with local health officials if bio-terrorism is suspected?
- Have you download and posted the FBI advisory

- Mail room (poster) regarding suspicious packages from

www.fbi.gov?

- Or, the US Postal Inspection Service poster on

- Secretarial

identifying suspicious packages from www.usps.gov?

- Have you considered publicizing the availability of

- Security this information to others in the school community for

personal use?

- Parents
- Students

128 SITE COMPREHENSIVE SAFETY PLAN

- Do you have a zero tolerance for verbal threats of any kind?
- Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke?
- Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?
- Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?

DRAFT

Live Oak High School Safety Plan Annual Emergency Plan Checklist 2014 – 2015

Site: Site Checklist Due By: INSERT DATE Each Year Submit To: INSERT

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Disaster Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check

1. Read the District Disaster Plan, and know the responsibilities of the site manager. 2. Designate a second-in-command and a backup. 3. Orient staff to District Disaster Plan, review site procedures (staff meeting). 4. Update site plan, assign staff responsibilities (complete staff roster sheet). 5. Schedule necessary training (First Aid, CPR, Search & Rescue). 6. Schedule drills: Fire, Earthquake, Active shooter, Communications. 7. Complete site map, post as required and forward a copy to MHUSD. 8. Complete Site Hazard Survey. 9. Complete Classroom Hazard Survey Summary. 10. Submit Classroom Hazard Survey Summary to MHUSD. 11. Participate in test of District Radios. 12. Check battery-operated radios.

13.

_____ Date: _____ Principal's Signature

Live Oak High School Annual Site Hazard Survey Check location and condition of 2 meter radio antennae and the base for installing the antennae if appropriate 14. Complete supplies and equipment inventory to include classroom emergency kits. 15. Order supplies and equipment as necessary. 16. Evacuation areas/alternative identified for all classes. 17. Communications to parents and students about disaster procedures.

_____ District Student Release Policy _____ Emergency Information Cards

18.

Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate. 19. Assess food supplies as applicable. 20. Meet with child care provider and coordinate disaster preparedness plans.

21.

Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

129 SITE COMPREHENSIVE SAFETY PLAN

2014-2015

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the MHUSD by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

- 1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan 3. Likelihood and possible effects of flooding or landslides 4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers 5. Water heaters are strapped 6. Objects that restrict people from moving to a safe place (tables and desks in hallways) etc. 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels) 8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels) 9. All computers and peripherals should be situated so as not to create a tipping hazard 10. Machine shop and woodshop: equipment should be bolted down 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits 12. Sound system speakers and spotlights: secure 13. Compressed gas cylinders: secured top and bottom with a safety chain 14. Weight room/motor development room equipment: racks anchored and weights properly stored 15. Laboratory chemicals on shelves: restrained

130 SITE COMPREHENSIVE SAFETY PLAN

Live Oak High School Annual Site Hazard Survey II 2014-2015 GENERAL GUIDELINES OK Needs

Attention

Comments

CAMPUS Signs Posted, Controlled Access Traffic review, parking, fire lanes Adequate surfacing, lighting
Safety Plan Required Postings

ASSEMBLY ROOMS Exits clear, exit & emergency lights Floors, seating maintained Stage: clean, clear exits,
wiring Kitchen: clean, safe food storage

ATHLETIC FACILITIES Bleachers, fences, backstops Stairs, ramps, walkways, gates Surfacing in common
areas Equipment

INDUSTRIAL ARTS All guards, shields, covers in place Aisles clear, material storage First aid kits; eye wash
operable Dust collection/housekeeping Compressed gas cylinders secure Protective equipment, safety training
Safety signs posted, enforced

SCIENCE ROOMS Hazardous material storage Adequate ventilation, fume hoods Eyewash, gas shut-off
Safety training Safety signs posted, enforced

EMERGENCY PREPAREDNESS Fire extinguishers checked monthly Fire and Earthquake drills conducted
First Aid Equipment in place Evacuation routes posted Staff Training on Emergency Procedures

131 SITE COMPREHENSIVE SAFETY PLAN

Live Oak High School Annual Classroom Hazard Survey 2014-2015

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by September 30. The principal shall submit a completed copy of the school needs with the principal's checklist by October 30 to MHUSD.

ROOM NUMBER

Deficiencies to be corrected by maintenance staff:

- Free standing shelves over 4 feet tall secured to floor or wall
- File cabinets bolted to wall
- File cabinet drawers have latches
- Paints and chemicals restrained on shelves
- Wall-mounted objects are secured
- Sound system speakers are secured to building
- TV securely fastened to platform or cart

Deficiencies to be corrected by school personnel:

- Heavy objects removed from high shelves
- Aquariums located on low counter or restrained
- Computers fastened to work station
- Desks and tables cannot block exits
- Cabinets or equipment on wheels cannot block doorway

132 SITE COMPREHENSIVE SAFETY PLAN

Live Oak High School Safety Plan Annual Drill Report 2014-2015

Date

Time Please place a ✓ below for
which drill has been completed.

s

August

September

October

November

December

January

February

March

April

May

June



t
a
r
t
E
n
d
R
a
d
i
o
C
o
m
m
u
n

i
c
a
t
i
o
n
s
F
i
r
e
E
a
r
t
h
q
u
a
k
e
A
c
t
i
v
e
s
h
o
o
t
e
r

DRAFT

O
t
h
e
r
D
r
i
l
l
S

Principal's Signature

DRAFT

ANNUAL DISASTER SERVICE WORKER SURVEY General Information

1. Name

2. Position

3. Location

4. Work Phone/Ext.

5. Home Phone Specialized Skills

1. Bilingual? If yes, Language(s):

2. CPR Certified? If yes, Expiration Date:

If no, are you willing to be trained?

3. First Aid Certified? If yes, Expiration Date:

If no, are you willing to be trained?

4. CERT (Trained? If yes, Expiration Date:

If no, are you willing to be trained? 5. Simple

Triage/Rapid Assessment Trained?

If yes, Expiration Date:

If no, are you willing to be trained? Personal Responsibilities

1. Children? If yes, ages:

2. Special needs? If yes, please describe:

2. Elderly parents? Comments:

3. Pets? Comments: 4. Other caregivers available?

Comments:

5. Other In an Emergency -- Confidential

1. Anything you want us to know? Special Needs? Medications? 2. Other:

134 SITE COMPREHENSIVE SAFETY PLAN

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction What to Store Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- o ½ gallon per person per day times three days, with small paper cups

First Aid

- o Compress, 4 x 4": 1000 per 500 students
- o Compress, 8 x 10": 150 per 500 students
- o Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- o Triangular bandage: 24 per campus
- o Cardboard splints: 24 each, small, medium, large
- o Butterfly bandages: 50 per campus
- o Water in small sealed containers: 100 (for flushing wounds, etc.)
- o Hydrogen peroxide: 10 pints per campus
- o Bleach, 1 small bottle
- o Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- o Scissors (paramedic): 4 per campus
- o Tweezers: 3 assorted per campus

DRAFT

o Triage tags: 50 per 500 students o Latex gloves: 100 per 500 students o Oval eye patch: 50 per campus o Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus o Dust masks: 25 per 100 students o Disposable blanket: 10 per 100 students o First Aid books: 2 standard and 2 advanced per campus o Space blankets: 1 per student and staff o Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

o 1 toilet kit per 100 students/staff, to include: o 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic

bags with ties, 10 large plastic trash bags o Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

o Barrier tape, 3" x 1000": 3 rolls o Pry bar o Pick ax o Sledge hammer o Shovel o Pliers o Bolt cutters o Hammer o Screwdrivers o Utility knife o Broom o Utility shut off wrench: 1 per utility

Other Supplies

o Folding tables, 3' x 6': 3-4 o Chairs: 12-16 o Identification vests for staff, preferably color-coded per school plan o Clipboards with emergency job descriptions o Office supplies: pens, paper, etc. o Signs for student request and release o Alphabetical dividers for request gate o Copies of all necessary forms o Cable to connect car battery for emergency power

Food

o The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power

137 SITE COMPREHENSIVE SAFETY PLAN

bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

o Hard hat, OSHA approved
o Identification vest
o Leather work gloves
o Safety Goggles
o Dust mask
o Flash light, extra batteries
o Duffel or tote bag to carry equipment

Gear per S&R Team

o Backpack with First Aid supplies
o Master Keys

138 SITE COMPREHENSIVE SAFETY PLAN

DRAFT

DRAFT

Homeland Security Advisory System (Adapted for Santa Clara County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

140 SITE COMPREHENSIVE SAFETY PLAN

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for “Do Not Duplicate”
- Review and update the Emergency Call-in List.

141 SITE COMPREHENSIVE SAFETY PLAN

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

142 SITE COMPREHENSIVE SAFETY PLAN

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

143 SITE COMPREHENSIVE SAFETY PLAN

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate. a. Communication should focus on reassurance that school is a safe place
 - i. Reminder – schools have existing safety plans
 - ii. Reminder – schools practice their safety procedures
 - iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

144 SITE COMPREHENSIVE SAFETY PLAN

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Santa Clara County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Santa Clara County Office of Education will provide staff at the Santa Clara County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents. A. review communication guidelines under Orange Threat Level B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Santa Clara County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Listed below are websites that provide additional information.

<http://www.ready.gov> Disaster Preparedness Information

<http://www.whitehouse.gov> White House

<http://www.dhs.gov> Federal Department of Homeland Security

<http://www.nasponline.org> National Association of School Psychologists

<http://www.fema.gov/> Federal Emergency Management Agency

<http://www.oes.ca.gov/> California Office of Emergency Services

<http://www.bt.cdc.gov/> Centers for Disease Control and Prevention

<http://www.fbi.gov/> Federal Bureau of Investigation

<http://www.sccoe.org/> Santa Clara County Office of Education

146 SITE COMPREHENSIVE SAFETY PLAN

DRAFT