



Safety Plan

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**SECTION 1
EMERGENCY DIRECTORY**

A. Media

City Emergency Radio Station: AM 1590289-8864
City Television Station Channel 11 Newsroom432-4780

B. Emergency Radio Stations

KCBS AM 740
KGO AM 810
KQED FM 88.5
KSOL FM 98.9 Spanish
KSJX AM 1500 Vietnamese

C. Emergency Telephone Numbers

Police Department Emergency911
Morgan Hill Police Department779-2101
San Jose Police Department.....277-8900
South Santa Clara County Sheriffs Office Emergency.....911
 Non Emergency686-3650
Animal Control Services.....776-7324
Poison Control Center..... 800-876-4766
Paramedics & Ambulance911
Fire.....911
 Non Emergency299-3144
Santa Clara County Office of Emergency Services.....808-7800
American Red Cross577-1000

Charter School Personnel Phone Numbers

| | |
|---------------------------------|-------------------------------|
| Main Office | 408-463-0618 and 408-463-0620 |
| Paige Cisewski | 408-463-7997 |
| Vivianne Brager | 408-463-7999 |
| Accounting | 408-463-7998 |
| Barbara Zizzo (attendance line) | 408-463-0266 |
| Counseling | 408-436-7900 |
| Resource/Speech | 408-463-7901 |
| PE | 408-463-7902 |

ALL STAFF MEMBERS ARE FIRST AID AND CPR CERTIFIED

Principal:

Paige Cisewski

Credentialed Teachers:

Patricia Anex
Dave Cross
Suzanne Cuthbert
Danielle DeRome
Kathy Funke
Ellen Gillis
Chris Horning
Tristine Jakubs
Karen Jordan
Michelle Kavanaugh
Debbie Lera
Bettina Mihai
Jen Miller
Lynn Mitoma
Joy Moody
Stacey Myers
Linda Nelson
Susan Pfefferlen
Robin Sin
Kim Sorenson
Eva Swope
Teague Tubach
Chelle Tuttle
Mary Williams

Classified Personnel:

Vivianne Brager
Kelley Brown
Russ Chagnon
Tori Chin
Vikki Davis
Nancy DePalma
Laura Hagiperos
Kristin Harman
Patrick Lynch
Lori Mosher
Mark Northcott
Paula Osidak
Lori Sanders-Curry
Krystin Sawyer
Joanna Schirle
Kim Stevenson
Amy Storlie
Amy Tate
Laurie Thorbjornsen
Shani Verdon
Barbara Zizzo

SECTION 2 EMERGENCY ACTION PLAN

A. School Responsibility

The Principal/designee has the authority to declare a school site emergency during school hours. Under the authority of the Principal/designee, all students will be required to remain at school, or an alternate school or safe site during school hours. Students will be under the direction and supervision of school site certificated and administrative personnel:

1. Until regular dismissal time, and then released only if safe.
2. Until released to an adult authorized by the parent or guardian whose name appears at school-site or district records prior to dismissal time.
3. In the event that the total school is evacuated, students are released at a temporary staging area supervised by staff.

B. Student Responsibility to and from School

1. Students on their way to school will be brought to school if bussed and only when safe, or they should proceed to school by other means.
2. If students are on their way home from school, they are to continue home.

C. General Knowledge

1. Mass panic can be one of the greatest dangers to oneself and others. Staff must remember that in times of stress, students will look for adult leadership and also to those who are normally in a position of authority. Staff must remain calm, assess the situation, and take action based on known facts and this **EMERGENCY ACTION PLAN**.
2. Each teacher must keep a roster or other listing of the pupils in his/her charge available at all times in order to take roll during an emergency and must take the roll book or student roster with them in the event of an evacuation.
3. All school staff members must be thoroughly familiar with the contents of this plan. This emergency plan outlines action which school personnel will be called upon to execute in an emergency situation in order to minimize confusion, injury, and loss of life in a major disaster.
4. If possible, all personnel will be notified of any emergency through the main office switchboard, two-way radios, or cellular telephones.
5. The school Principal/designee will authorize and implement one or more of these plans as described herein, or take actions as may, in his/her judgment, be necessary to save lives or mitigate the effects of disaster.

SECTION 3 BASIC ACTIONS

A. Action: **STAND BY/CODE BLUE**

1. **WARNING:** The warning at the school shall be by continuous ringing of the passing bell for 30 seconds; or, verbal warning through the public address system, bull horn, face-to-face verbal warning, or fire alarm. This warning shall be given after immediate accessibility and availability of communication tools are assessed by the Administration/designees.
2. ACTION: "**STAND BY**" consists of bringing students into the classroom or holding them in the classroom pending further instruction.
3. The Administration/designee directs the next appropriate action. The Teacher/Supervisor guides the students to the next appropriate action.

B. Action: **LEAVE BUILDING**

1. **WARNING:** The warning at the school shall be by the fire alarm signal.*
2. 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.
3. 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 Code Red Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: **TAKE COVER**

1. **WARNING:** In the event of impending hostile attack, the warning at the school shall be a short, intermittent ringing of the passing bell for 30 seconds, verbal warning through the public address system, bullhorn, or face-to-face verbal warning. The warning shall be given by an Administrator/Designee.
2. 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

3. Action: **TAKE COVER** consists of

- a. hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or
- b. moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat
- c. If there is no hill, move upwind

NOTE: If gas odor is noticed in an immediate area or school site area, do not ring the bell or turn on light switches. P.A. system may ignite some sparks. Use verbal means to alert classrooms to evacuate; use extra caution so as not to place oneself in danger of inhaling chemicals. Smoking and start-up of vehicles may cause sparks or explosion to the gas or other chemical leak.

D. Action: DROP

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

- a. Earthquake: ground shaking
- b. Nuclear attack: intense light and tremendous sound

2. Action **DROP** is appropriate for, but not limited to the following:

- a. Earthquake
- b. Explosion
- c. Surprise nuclear attack

3. 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 toward fire drill line up area
 - Take a protective position, if possible
- c. Nuclear Attack:
 - Take protective position, **OR**,
 - Get behind any solid object (ditch, curb, tree, etc.); lie flat 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

NOTE: Students must be instructed to react in the same manner on their own in case this type of catastrophe occurs while on their way to and from school, away from school, or when the teacher is not present.

E. Action: DIRECTED MAINTENANCE

1. The Principal/designee will direct emergency operations on site.
2. No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: School Administrators, and if applicable, Police, Fire, or City Inspectors.
3. In the event that drinking water is unsafe, the designee will turn off water valves and seal the drinking fountains.
4. Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration.

F. Action: DIRECTED TRANSPORTATION

1. **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.
2. This is a very difficult civil defense procedure and will not be attempted unless there is no other alternative.
3. Action **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:
 - a. Fire
 - b. Chemical & Biological Gas Alert
 - c. Flood
 - d. Fallout Area
 - e. Blast Area
 - f. Chemical & Biological Gas Alert
 - g. Specific Man-Made Emergency (shooting, fire, etc.)

NOTE: 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.

G. Action: GO HOME

1. Action **GO HOME** consists of:
 - a. Dismissal of all classes
 - b. Return of students to their homes by the most expeditious means (refer to # 3 below)
2. **WARNING:** The warning at the school shall be disseminated by announcement on the \PA system, bull horn, telephone, walkie talkie, or by face-to-face verbal announcement by the site administrator.

NOTE: 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

1. Action **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by the City of Morgan Hill.
2. The school Principal/designee will turn over the facility for living and eating upon request by the City of Morgan Hill.

I. Action: CODE RED

1. **WARNING:** The warning for the use of **CODE RED** will be given over the loud speaker, bell warning, bull horn, phone, walkie talkie, or whichever device is best and only accessible device during the time of a "**CODE RED**" type emergency.
2. Action **CODE RED** consists of:
 - a. Students and staff go into classrooms/buildings or Safe Staging Areas
 - b. TOTAL LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/down lights.
 - c. DO NOT leave room until "All Clear" bell signal rings, or until there is direction from the Police or Administrator via the P.A. system. The "All Clear" signal will be continuous ringing of the bell for 60-second intervals.
3. Action CODE RED is appropriate, but not limited to the following:
 - a. A violent intruder on campus
 - b. Sniper
 - c. Shooting
 - d. Hostage situation
 - e. Riot
4. The Principal/designee and/or staff member witnessing the event will contact 9-1-1 and give specific location, details of situation, weapons, number of intruders involved, victims, and any other pertinent information for MHPD/SJPD to take immediate action.
5. ALL CLEAR SIGNAL: Emergency is over. A continuous ringing for one-minute intervals will be made (sounds for 60 seconds), or P.A., bull horn, or face-to-face contact by an Administrator/Designee.

SECTION 4 RESPONSIBILITIES AND DUTIES

A. Board of Directors

The Board of Directors of the Charter School of Morgan Hill, in the event of an emergency, will convene an emergency session for the purposes of declaring a school closure, emergency funding, and temporary assignment of personnel.

B. Principal/designee

1. The Principal/designee is the administrator responsible for disasters and disaster preparedness.
2. The Principal/designee shall be responsible for informing the Board of Directors of the disaster preparedness needs and progress.
3. The Principal/designee shall insure that an annual review of the School Safety Plan is performed.
4. If necessary, the Principal/designee shall work with the American Red Cross and City of Morgan Hill to make preparations for emergency shelters.
5. The Principal/designee may appoint a member of the school site staff as School Safety Coordinator to assist with the coordination of Emergency Preparedness Disaster procedures.
6. Under the direction of the Principal/designee, the Administrative Staff shall assume the overall direction of emergency or disaster procedures at their site. This includes direction on all nine "BASIC ACTIONS" and includes but is not limited to the following:
 - a. Direct evacuation of buildings, using fire signals or other procedures as required, for fire, threatened explosion, or following cessation of earthquake or tremors.
 - b. Work with police to arrange for evacuation of students when their safety is threatened.
 - c. Issue orders to teachers if students/staff are to assemble in staging areas within the school or community for safety or transportation.
 - d. Arrange for transfer of students when their safety is threatened.
 - e. Conduct fire, earthquake and armed intruder drills at least once per school year.
 - f. Direct other emergency actions as necessary

C. Certificated and Classified Personnel

1. Administrative Team

- a. The Administrative Team is responsible for the use of emergency equipment, the handling of supplies, sanitation, and the safe use of available utilities including but not limited to: Control main shut-off valves of gas, water and electricity, and inspect for broken lines. Report all broken lines to the site administrator.
 - Survey and report damage to Administrative Team.
 - Direct fire fighting efforts until professional fire fighters arrive.
 - Identify and conserve usable water supplies.
 - Disburse supplies and equipment as needed.

- Assist with area clean up if necessary
- Perform and assist with other duties as required.

2. Teachers, Instructional Aides, and Other Certificated Staff shall be responsible to:

- Direct evacuation of students in their charge to proceed directly to inside or outside assembly areas, in accordance with signals, warning, written notification, intercom orders, or self-evaluation of a situation.
- Give the **DROP, TAKE COVER, LEAVE BUILDING/AREA** command as appropriate to the situation.
- Take roll when class is relocated in an outside/inside assembly area or other location. The roll book must be kept in an accessible area near the teacher's desk so that it can be easily located and moved in the event of an emergency.
- Report missing pupils to the Administrative Team/designee.
- Direct students needing first aid to health office or other designated first aid area. Provide for the health and safety of their students.
- Maintain order, discipline, and morale of students in their charge.
- Follow the school Safety Plan as it relates to the emergency.
- Para-educators shall assist their classroom teachers unless otherwise directed by an administrator.
- Teachers will be responsible for the supervision of students in their charge until they are released to an authorized adult or administrator releases the teachers.
- All other certificated staff not directly supervising students are to report to their administrator for assignment.
- Perform other emergency tasks as necessary.

3. Emergency Coordinator

- The Emergency Coordinator, is responsible for the use of emergency equipment, the handling of supplies, sanitation, and the safe use of available utilities including but not limited to:
 - Control main shut-off valves of gas, water and electricity, and inspect for broken lines. Report all broken lines to the site administrator.
 - Open gates to assembly or exit areas.
 - Survey and report damage to Administrative Team.
 - Direct fire fighting efforts until professional fire fighters arrive.
 - Identify and conserve usable water supplies.
 - Disburse supplies and equipment as needed.
 - Assist with area clean up if necessary
 - Perform and assist with other duties as required.
- A Sanitation Kit shall be established which contains the following:
 - Small garbage cans with lids; small garbage pails
 - Plastic bags which fit in indoor trash cans (or toilet bowls; toilet paper)
 - As soon as possible after the emergency, check to see if the restrooms are safe to use. If they are, and there is no water, use plastic bags to line the toilets. Bags must be tied shut after use and placed in large covered trashcans with lids.
 - If restrooms are unsafe, use predetermined area. Use garbage pails in kit; line them with plastic bags, tie shut, and dispose of in large trashcan with lid.
 - Predetermined possible areas where sanitation pits can be dug, as far away from the nearest building, water, and down hill as possible, must be considered.
 - Make areas as private as possible and keep in mind gender needs and separation

4. School Liaison and Support Team

- a. The School Staff Liaison and Support Team are responsible for—but not limited to—the following duties:
 - Handles base/remains on standby.
 - Report fire or disaster to appropriate authorities; 9-1-1 when appropriate.
 - Operate phone or radio; monitor emergency radio broadcasts as needed, and act as messengers and carriers when directed.
 - Assist the Administrative Team as needed.
 - Provide for safety of essential school records and documents. Assume physical control of emergency cards for each student.
 - Maintain an updated database (palm pilot with student information), or printed information on each student's emergency records, registration information, and classes in a handy portable plastic bin for easy access to carry outside in the event of an emergency evacuation in the attendance and counseling technician offices.
 - Check rooms for students following drills.
 - Collect student medications and health care records in plastic bin to carry outside.
 - Perform other duties as may be required.
 - Act as liaison between school and parents.

5. First Aid/CPR Team

- a. The designated First Aid Area shall be in the Multi-purpose room. In the event of damage to the multi-purpose room, the Media Center/Library will be used as a first aid area.
- b. The First Aid/CPR Team shall administer first aid/CPR and supervise the administration of first aid/CPR by other trained personnel.
- c. Employing the concept of triage, the First Aid/CPR Team shall render first aid to victims based medical priority need first.
- d. The First Aid/CPR Team shall support the efforts of professional emergency personnel who respond to school site.

6. Morgue

The designated morgue area shall be isolated and located in Room 15. The Team Members shall supervise the isolated morgue area.

7. Food Services Team

- a. Cafeteria Personnel will:
 - Supervise and coordinate the feeding of students and staff if necessary.
 - Maintain water supplies and storage.
 - Perform other duties as necessary.
- b. Water Supplies and Storage
Bottled water shall be stored throughout the campus in the event of a crisis. Mark and date water cases: "Emergency Water". Once a year, the water should be replaced with fresh bottled water.
- c. Each school site should have a two-day supply of food; it should not be necessary to collect and store additional food.
- d. Provide food and water for all staff/students at the school site while the emergency exists.
- e. Obtain briefing from Principal/designee.

- Collect all stored food, water, and supply of disposable cups, plates, and utensils, and place in the kitchen if not damaged. If damaged, use alternate kitchen site.
- Determine best method of feeding and plan menus. Establish feeding schedule and amount of meals feasible to serve.
- Determine cooking facilities, cooking assignments, serving, and general maintenance of the feeding area.
- Food and water must be closely rationed and supervised. Determine food and water requirements. Estimate needs based on the projected duration of the incident.
- Maintain a log of meals served.
- Request from the Principal/designee or other site administrator to assign assistance to the Food Services Team in the event that food services personnel are not on site at the time when the emergency occurs

8. Other Classified Staff (yard duty, etc.)

- a. All other classified staff shall be assigned to assist in any number of areas including—but not limited to:

| | |
|----------------------|-------------------------|
| Food Services | Morgue |
| Assembly Supervision | First Aid/CPR |
| Counseling | Student Records/Release |
| Answering Phones | Distributing Supplies |
- b. All other classified staff shall be under the direct supervision of their assigned supervisor.

9. Counseling Team

- a. For the purpose of providing support services and counseling for students and staff undergoing high anxiety and stress, the Counseling Team shall be located in the Staff Lounge. In the event that the location is not appropriate at the time of crisis, then an alternate site will be designated.
- b. The Counseling Team, at the time of a crisis or disaster, shall be assembled to provide counseling and emotional support for students whose level of anxiety warrants additional support or this type of service.
- c. Triage: The Counseling Team, under the direction of the School Psychologist, shall screen the degree emotional conditions of victims or those affected in order to provide immediate and appropriate intervention.

10. Resource and Supply Support Team

- a. Duties and Responsibilities include:
Keep a master list and map of where all school disaster related supplies are stored (such as search and rescue equipment, major first aid kit supplies, water, blankets, flashlights, batteries, etc.) All team members shall keep a map indicating where the supplies are located. The administrative team shall also have a copy of the location of the supplies. Take responsibility to replace shelf-life items such as batteries for flashlights and radios. In an emergency, assist team with location of supplies.
- b. First Aid Equipment, Materials, and Other Supplies
The Resource and Supply Support Team Supervisor shall be responsible for upkeep and storage of supplies.

Refer to the Appendix for a list of recommend supplies and materials.

11. Evacuation for Persons with Disabilities

All students, staff, and visitors must evacuate in an emergency. No one shall be left in any building. An emergency is any life threatening or life endangering situation. Report emergencies in the usual manner, and evacuate disabled persons according to their Individualized Emergency Evacuation Plan. Should the police conduct the evacuation, they should be notified of any persons requiring additional assistance.

The Health Technician shall be responsible for disseminating appropriate information to staff which identifies the evacuation plan for students with disabilities, if appropriate.

a. Persons Who May Need Assistance

- Any person with mobility, vision or recovery problems
- Anyone with a temporary disability such as a student with an athletic injury
- Guests or visitors with disabilities
- Any confused person

b. Visually Impaired

- Assigned guide should accompany them and stay with the person:
 - Tell them where they are
 - Tell the person the nature of the emergency
 - Advise them of obstacles and conditions
- When you reach safety
 - Ask if you can be of further assistance
 - Orient the person of their surroundings

c. Hearing Impaired Persons

Hearing impaired persons may not perceive emergency alarms. Switch lights on and off (if safe to do so) to gain attention or gesture what is happening or what to do. With simple, direct 27 gestures or sign language, point them to safety. If you know sign language, communicate with the person. You may also write directions on paper.

d. Wheelchair Confined

Persons in wheelchairs with respirators must have priority assistance if there is smoke, as their ability to breath is jeopardized. Determine if a person may have limited ability to be moved or if lifting may be dangerous to their health. This should be determined when the student enrolls. Things to consider:

- Ways to remove a person from a chair
- Number of people needed for assistance
- Whether to extend or bend extremities; prosthetic equipment used by the student may be needed
- Whether a stretcher, chair, or another seat will be needed for evacuation

e. Evacuation with a Wheelchair

- Control the chair and use a guide if the student cannot manage the chair
- Secure the person in chair with seat belt, if appropriate
- Lock foot rests
- Many chairs have moving parts, which are not constructed, to withstand lifting; lift and move chairs by the rigid frame only, with electric power off, if necessary

SECTION 5 EMERGENCY PROCEDURES

A. Fire Emergency Procedures

All classrooms and offices shall have an Emergency Exit chart posted in a prominent location.

1. In Case of Fire:

- a. Warning: Fire Alarm

- b. Directions: Leave room quietly in a single line.
Walk to assigned evacuation area. (Refer to "Emergency Exit" chart)
Teacher must leave room last and take roll book and emergency backpack.
Teacher must take roll at assembly area.
Staff/students must wait quietly & orderly for further instructions from
Principal/designee.

- c. All Clear: 30-Second Bell or intercom/megaphone instructions
(Bell will ring for 30-second intervals).
Students follow teacher's instructions.

2. Fire within a School Building:

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal/designee or Office Secretary will determine the location of the fire (through the electrical panel/indicator), the extent of the smoke or fire, and notify the Fire Department.

- b. The Principal/designee or Office Secretary will automatically implement **ACTION LEAVE BUILDING** and dial **911** if necessary.

- c. The Principal/designee and other members of the Leadership Team will check restrooms to be sure all students have exited.

- d. The Principal/designee shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

- e. The Principal/designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

- f. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office. Leave lights ON and door closed.

- g. Teachers will take their roll books and emergency backpacks to the evacuation site and take roll. Teachers will report any missing student(s) to their Administrator.

- h. Teachers shall maintain control of students at a safe distance from the fire and fire fighting equipment.

- i. The First Aid/CPR Supervisor shall maintain a first aid station in the Multi-Purpose Room. If the Multi-Purpose Room has suffered structural damage, the designated First Aid station shall be located in the Library/Computer Lab.
- j. The Principal/designee shall receive direction from the Fire/Police Department if Action GO HOME is to be implemented.
- k. The Principal/designee shall instruct all staff to remain and help clear the campus in the event that the school will be closed. The Principal/designee will release the staff when feasible
- l. Students and staff shall not return to the school unless the site administrators, under the direction of the fire/police department declare the school site to be safe.
- m. If the school is to remain open, the end of the evacuation will be signaled by a series of single bells at 30-second intervals at which time students and staff will reenter the classrooms and resume their instruction and studies.

3. If you are trapped in a building:

- a. Feel doors from bottom to top for heat using the back of your hand and do not open if hot. If not hot, open door slowly.
- b. Place cloth material around and under door to prevent any smoke from entering. If caught in smoke, drop to hands and knees and crawl to exit. Hold your breath as much as possible or breathe through your shirt (as a filter).
- c. If forced to advance through flames, hold your breath and move quickly. Keep your head down, eyes closed as much as possible, and cover your hair. If clothing catches fire: stop, drop and roll.

4. Fire near School

The Principal/designee shall:

- a. Determine the need to execute ACTION LEAVE BUILDING if nearby fire poses an immediate threat to the students or the building.
- b. Notify the Fire Department by calling 911. (911 also works through the classroom's phone)
- c. Determine whether the student and staff should leave the school grounds and if the situation warrants leaving the area. Follow the same process as "Fire within School Building", number "2" above.
- d. Direct and maintain control of the students at a safe distance from the fire.
- e. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Principal/designee.

5. Fire Drills

The school site shall conduct fire drills one time per month.

B. Earthquake Emergency Procedures

1. In case of earthquake:

- a. Warning: The Earthquake Itself

- b. Directions: Implement **ACTION DROP: EARTHQUAKE!**
Move under a table, desk, or other type of protection
Face away from windows
Bend head close to knees
Cover back of head with one hand
Use other hand to hold onto table leg
Protect eyes
Stay under cover until shaking stops-at least 60 seconds
Remain silent and listen for instructions

- c. All Clear: 30-Second Bell or intercom/megaphone instructions.
(continuous on/off ringing of the bell for 30-seconds)
Buildings may be evacuated (teacher must take roll book and
emergency backpack)
Follow teacher's instructions
Check yourself (to make sure you are O.K.)
Check your neighbors

2. Earthquake Emergency Procedures for Administrative Team

- a. Principal/designee will give command to evacuate buildings.

- b. Principal/designee will give direction to turn off power, water, or gas if necessary.

- c. The Principal/designee will prepare teachers to make visual inspections of outdoor area 60 seconds after shaking stops. Teachers will then lead students to designated outdoor locations if safe to do so. If conditions dictate, teachers may choose to keep students in their classrooms. Students should not be sent anywhere without staff. Teachers may have to stay with students for extended periods of time.

- d. Principal/designee will assess damage/injuries as soon as possible.

- e. Principal/designee will direct teachers to move students from emergency location when it is safe to do so.

- f. The school will retain custody of students until they are dismissed by the Principal/designee.

- g. Students may be released only to parents or guardians except under the following conditions: Parent or guardian has given written permission to release the student to another adult.

- h. If necessary, the Principal/designee may determine to move the students to an alternate safe location.

Students will be released to authorized adults only. Address, destination, phone number, and signature of the authorized adult to whom the student is being released to must be obtained. All efforts and contacts must be documented.

3. Classroom Earthquake Procedures

During an earthquake drill or at the first sign of ground shaking, students, teachers, and all other staff need to react immediately and appropriately. Teachers will talk calmly to students and follow earthquake DIRECTIONS listed above.

4. Procedures for Evacuating Building - Drills & Actual Evacuation

- a. Building evacuation following an earthquake is imperative due to the possibility of secondary hazards such as explosions and fires.

Through repeated fire drills, students have undoubtedly demonstrated their ability to exit the school building in a quick and orderly manner. Building evacuation following an earthquake should also be quick and orderly. It is, however, difficult to estimate how long it will take or how hard it will be for students to maneuver through the debris that might fall in their path to safety.

- b. Teachers will take their roll books and emergency backpacks to the evacuation site and take roll. Teachers will report any missing student(s) to their Administrator.
- c. The Principal/designee shall instruct all staff to remain and help clear the campus in the event that the school will be closed. The Principal/designee will release the staff when feasible
- d. Earthquake Drill

The school site shall conduct earthquake drills once a year.

Note: Because unexpected structural and property damage may lead to confusion and anxiety, it is important for students and staff to be prepared for what to expect and how to navigate safely. To emphasize that evacuation takes place only after ground shaking ceases, building evacuation should be practiced as an extension of the classroom DROP AND COVER drill.

5. Unexpected Emergencies: Plan for the Unexpected Procedures in the event that any of the following unexpected emergencies:

- a. Power failure: The Principal/designee will contact the power company for direction.
- b. Door jam: The Principal/designee will take all necessary steps to: open, force, or break door open, in the given.
- c. Alternate Exit Route: The Principal/designee shall direct an exit route in the event that the planned route is no longer feasible.

- d. Aftershocks: Aftershocks shall be handled the same as TAKE COVER, or "Duck and Cover" and for aftershocks drill.
- e. Injured Students: The team trained in First Aid procedures will be called to assist such who cannot be moved injured persons until paramedics or other professional help arrives.
- f. Release of Staff: The Principal/designee may release staff to return to their homes as students are dismissed and off school grounds. Staff release may be gradual, depending on student release.
- g. Looting/Vandalism: The Principal/designee/Administrative Team will secure all facilities to the extent possible to protect against looting and vandalism.

NOTE: While the safety of our students is of paramount concern, the Principal/designee and Administrative Staff shall be sensitive to the individual needs of staff and their families during and emergency. The Principal/designee and Administrative Staff will assign staff to areas of greater need. They will release staff according to greater need. Staff will be released according to the age of their children and according to the extent of serious damage in the area where they live.

6. Outdoor Evacuation Assembly Area

- a. Locate a safe assembly area on the school site map.
- b. Stay away from buildings and overhead power lines.
- c. Evacuate away from underground gas and sewer lines.
- d. Take roll and assess the condition of students.
- e. First Aid Team will assist with injured students and take them to the designated First Aid Station.
- f. The Principal/designee and Head Custodian will assess structural damage of buildings.
- g. The Principal/designee will direct teachers, students, and other staff to return to their buildings if appropriate.

7. On School Grounds

- a. The Administrator, teacher, or others in authority will implement **Action DROP**.
- b. The safest place is in the open. Staff and students are to remain in the open until the earthquake is over.
- c. Staff and students are to move away from buildings, trees and exposed wires. **DO NOT RUN!**

8. Walking to and from School

- a. The safest place is in the open.
- b. Move away from buildings, trees, and exposed wires.

- c. DO NOT RUN!
- d. After the earthquake, if on the way to school, continue to school.

C. Power Outage: Accidental, Rolling Blackout, or Other

1. Power Outage: Accidental or Other Electrical and/or Gas Power Outage Not Caused by PG&E.

In the event of an electrical power outage, determine if it is a rolling blackout caused by PG&E or an outage caused by other reasons. If not caused by PG&E rolling blackouts, then the following process applies:

- a. The Principal/designee or other Designee will call the PG&E 24-hour Customer Call Center first at 800-743-5000. This will allow the caller to speak to a representative in order to have the emergency recorded.
- b. Identify the location of the power outage.
- c. The Principal/designee will have the responsibility to give the command Action **"GO HOME"** if necessary
- d. Notification to Parents and Guardians

In the event that the Principal/designee gives the command Action **"GO HOME"**, the school will alert or direct the school site to notify the following media:

City Emergency Radio Station 1590:293-8030
 City Television Station Channel 11:286-1111

2. Electrical Rolling Blackouts

Rolling blackouts may occur whenever there is insufficient electrical power available to service all of the user needs. Electrical suppliers may selectively shutdown various locations on their power grid.

When a "Phase 3" alert is declared by P.G.& E., it is requesting that the consumer go into a "conservative mode" in order to try and avert a "rolling blackout". In order to conserve, the following should be considered:

- a. Turn off all unnecessary electrical appliances and devices. These may include (but are limited to): radios, televisions, clocks, desk lamps, coffee makers, etc.
- b. Turn off all space heaters.
- c. Turn off all unnecessary or superfluous lights. Turn off lights in empty offices or classrooms.
- d. Turn off computer monitors when not in use for any length of time. Turn "energy saver" mode on computers (usually found in the system folder). This mode puts the computer to sleep when not in use for a period of time.
- e. Use E-Mail instead of memos and faxes.
- f. Avoid unessential electrical usage during peak

3. Electrical Rolling Blackouts

The warning sign for the electrical blackout is the blackout itself. The administrative team will go from room to room to inform you if the blackout is affecting your area only or the entire campus.

a. Staff responsibility when students are present:

- Administrative staff shall roam the campus during the black out in the event immediate assistance is needed by teachers.
- It is the teacher's responsibility to remain in their classroom in the event of an electrical blackout.
- Keep all students in class unless directed otherwise.
- Students will look to staff for guidance and direction. It is important that all staff model strong leadership and calmness during an energy crisis.
- Classrooms with the poorest lighting shall be offered the option of using a lantern or relocating to another part of the campus.

b. Alternate teaching locations for classrooms with poorest natural light conditions:

| |
|--------------------------------------|
| To be determined at time of blackout |
|--------------------------------------|

D. Water Shut-Off

If a water shut-off affects the entire school site, then the Principal/designee shall contact the city of Morgan Hill to advise them of the water shutoff.

The Principal/designee shall have the responsibility to give the command **Action GO HOME** if necessary. The command of this Action will depend on the time of day and the extent of time that water is expected to remain off.

E. Gas or Chemical Leak

Warning of a chemical accident is usually received from the fire, police department, or from the Office of Disaster Preparedness when there is a threat to the safety of a school. Such accidents may include overturned tankers, broken fuel lines and those related to the industrial use of chemicals. When the reported accident occurs, the following procedures will be used:

1. Principal/designee

- a. Determine if the students and staff should evacuate to a location preferably uphill and upwind from the accident.
- b. Communicate by verbal means to determine whether immediate evacuation to a location uphill and upwind from the accident is necessary to avoid any possible ignition by spark. Be aware that while communicating verbally, staff could easily be placed in danger by coming into contact with the chemical fumes.
- c. Contact the First Aid Supervisor to oversee and take over all First Aid activities and activate first aid station.

- d. Notify parents if necessary of the need to evacuate school grounds and proceed to initiate **Action "GO HOME"**.

2. Teachers

- a. When students are evacuated from class to another part of the campus, take firm control for an orderly evacuation.
- b. Teachers will take their roll books and emergency backpacks to the evacuation site and take roll. Teachers will report any missing student(s) to their Administrator.
- c. Leave lights ON and door OPEN.
- d. Keep students away from any emergency vehicles that are responding to the spill.

3. All Staff

It is understood that administration and other school personnel and school community will be under the direction of the Fire Department once they arrive. Do not return to the school site, or particular buildings, until the Fire Department or other city officials have declared the school site safe to return. The Principal/designee and staff should remain on stand-by until the situation is resolved and the campus is transitioned back to school officials.

F. Flood

1. In the case of a flood:

- a. Warning: Flood warnings as communicated by city officials. The Principal/designee will be in contact with city officials.
- b. Directions: The Principal/designee will give the **"GO HOME"** command. This action will depend on the severity of the flood.
- c. All Clear: Emergency situations are expected to be communicated by Radio Station 1590 and local television station Channel 11 AND to the school site by city, fire, and police staff. The school site will keep in communication through the media and notify the school community of the date when the school session may resume.

2. The Principal/designee and Head Custodian shall observe and keep abreast of potential flooding danger to the school. The Head Custodian shall contact the City of Morgan Hill for sand bags in anticipation of a potential flood.

3. The Principal/designee will initiate any of the emergency actions considered necessary. If an evacuation of the school is necessary, the Principal/designee will initiate the command action **"GO HOME"**

G. Fallen Aircraft

1. In the event of a fallen aircraft on the school site, the Principal/designee will dial "9-1-1". Whenever necessary, teachers and all other staff will take immediate action to ensure the safety of students. ALL PERSONS must be kept at a safe distance from the aircraft because of the danger of a possible explosion.
 - a. Warning: The sound of crash or explosion.
 - b. Directions: Give two Actions: "**DROP**" and "**TAKE COVER**" commands to protect students against blast, falling obstacles, materials, or other debris.
 - c. All Clear: Students should remain in the "**DROP**" and "**TAKE COVER**" position until instructions are given by Principal/designee to staff in charge.
2. It is understood that the school personnel and school community will be under the direction of the fire department once it arrives on school site. The Principal/designee shall remain in contact with the fire department until the situation is resolved and the campus is transitioned back to school officials.

H. Explosion or Sudden Flash of Light

1. In case of a real explosion, the Principal/designee will dial "9-1-1". The first sign of evidence will be an extremely intense light. A blast wave may be anticipated almost immediately. The following are procedures for **IMMEDIATE** implementation in the event of a real explosion, sudden flash of light, or surprise attack.
 - a. Warning: Sound of an explosion; bright flash.
 - b. Directions:
 - INSIDE: Activate actions: "**DROP**" & "**TAKE COVER**". Drop to the floor beneath a desk, chair, table, or bench with back to windows and hold onto object (desk or table legs); bury your face in your arms. If there is nothing to get under, get close to an inside wall, away from windows and cover your head with a coat, sweater, note book, or even a back pack.
 - OUTSIDE: Crouch or lie down behind the nearest building, yard bench, curb, or in the gutter if such protection is within a step or two. If no protection, drop to the ground on the abdomen lie as flat as possible.
 - c. All Clear:
 - INSIDE: Stay in the "**DROP**" & "**TAKE COVER**" position until the Principal/designee gives further instructions to the teacher or staff in charge of the students.
 - OUTSIDE: Stay in the selected position until the Principal/designee or further instructs the teacher/staff in charge.

2. If the explosion is within the school buildings, the fire alarm shall be sounded and all persons are to exit the building and evacuate according to the Emergency Exits chart in the classroom or building.
3. It is understood that the school personnel and school community will be under the direction of the fire department once it arrives on school site. The Principal/designee shall remain in contact with the fire and/or police, until the situation is resolved and the campus is transitioned back to school officials.

I. Terrorist Attack

In the event of a terrorist attack, the school will take appropriate measures in line with the local Standardized Emergency Management System (SEMS) response. The school will be in contact with local police departments to help determine the action to be taken. Specific actions are listed below in the event of national and/or regional/local attack. We believe a local attack is the least likely event to occur.

- If a crisis occurs during an employee's regular work schedule, the employee is to remain at his/her respective work site until officially released by the supervisor. Principal/designees/designees will take into consideration the family needs of employees and release staff accordingly.
- If a crisis occurs when an employee is on his/her way home from work and children have been dismissed, he/she should continue on and tune in to television and/or radio stations and be available to be reached by telephone for further direction.
- If a crisis occurs when an employee is on his/her way home from work and children have NOT been dismissed, the employee should return to his/her work site immediately, conditions permitting.
- If a crisis occurs when an employee is on his/her way to work, he/she should continue on if roads are passable. If he/she is unable to make it to work due to impassable roads and/or hazardous conditions, he/she should contact his/her work site and inform them of his/her location.
- If a crisis occurs at a time that is NOT during an employee's regular work schedule, the employee is to report to work at his/her regular place and time (business as usual) unless notified by telephone tree, television, or radio announcement to do otherwise.

J. Intruder, Shooting and Hostage Situations

1. In case of a school-wide emergency, all staff members are required to remain with their students. Under no circumstances is staff to leave students unattended. If it is determined that students and staff are to depart to a staging area, staff must accompany their students to the prearranged staging area.

- a. Warning: Actual contact with intruder, gunshots, or predetermined specific signal. - OR – P.A. **"CODE RED. THIS IS NOT A DRILL.CODE RED"**.
- b. Directions: **ON CAMPUS LOCK-DOWN**
All **staff** and students are to immediately implement actions **"CODE RED"**. If inside, barricade doors, build interior

barricades, turn off lights, cover windows and lock the doors if at all possible. Staff is to remain with students until the "ALL CLEAR" signal is given; they are released by the Principal/designee or evacuated by police.

OFF CAMPUS STAGING AREA

If it appears to be unsafe to report to any room for a lockdown, staff will immediately ascertain whether it is safer to stay, seek cover or run to staging areas for themselves and their students and other students in the immediate vicinity. Staging areas are predetermined safe areas where students can report in the event of an emergency evacuation due to an intruder, shooting or other hostage situation on campus.

- c. All Clear: 30-Second Bell (continuous sounding of bell at 30-second intervals), telephone call, or P.A. announcement by Principal/designee.

2. Responsibilities of Staff during Siege

- a. If outside, staff is to insure their safety and student safety by directing students as appropriate to:
 - Seek cover or run (in a zigzag pattern if safer), and/or
 - Run to the safest pre-determined "Staging Area"
 - Staff will take roll and note missing students, as much as feasible.
- b. If inside, doors should be closed and locked if possible. A survivor mentality and confident attitude should be assumed. Door barricades and internal barricades should be immediately erected. Windows should be covered if possible or applicable. Lights should be turned off if feasible. Silence should be maintained.
- c. Any critical information should be immediately shared by contacting the Principal/designee, or designee, then through dialing "9-1-1".
- d. Staff will take roll and note missing students. Staff will also take note of students not in their rolls, but who report to them for safety supervision. If there are serious injuries in the room, red cards are to be immediately placed in the window and/or under the door.
- e. If in a campus lockdown, evacuate only when San Jose Police Department directs and guides the evacuation process.
- f. As soon as feasible, your e-mail account should be opened.

3. Tools or Possibilities for Staff in Direct Contact with Intruder

- a. If you are in direct contact with an intruder and no students are present, immediately scream "help me" and resist restraint by your attacker. Your voice is one of your best weapons and fighting back may cause the attacker to give up. Do not become a willing victim.
- b. If being physically attacked or held against your will, try to talk your way out of the situation and fight back only when you have your best physical advantage for your release. Hit your attacker in vulnerable points such as: under nose or chin, in the windpipe, solar plexus, groin, instep or knee. If able to escape, run fast and hard while screaming for help.
- c. 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.

- d. **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.
- e. 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.
- f. 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.**
- g. If and when possible, call the Principal/designee's office or "9-1-1" and follow the procedures on the "9-1-1" Police Protocol". Give as many details as possible.

4. Administrative Responsibilities

- a. Upon notification of an intruder or hostage situation, call "9-1 1" for emergency assistance.
- b. If the need to evacuate the school is determined by police emergency services, the Principal/designee will:
 - Initiate the evacuation by notifying staff and students. Staff must remain with students until released by the site administrator. Staff will be notified if the release is for home or a staging area.
 - Ascertain as much information as possible regarding the status of injured victims. Direct the First Aid Team to the designated First Aid Area until emergency personnel and paramedics arrive.
 - Keep unauthorized personnel or media off campus until situation is under control.
 - The media: TV station channel 11 and 1590 on the radio station will inform the public when classes are to resume.
 - Direct trained personnel to keep a list of students transported to hospitals.
 - If possible, select staff to ride on buses to ensure that students have support.
 - Designate an area on campus where parents may pick up students after school personnel have properly released them.
 - Post personnel at school entrances to prevent unauthorized entry if necessary (any classified or certificated staff, custodian, administrator, etc.).
 - Immediately implement the "After Care" plan, on the same day, and when school resumes, to provide opportunities for counseling support services for students/staff.
 - If the situation warrants, the administrative team (or SJPD) will conduct a room-by-room contact with each class before giving the signal to resume classes or begin school closure procedures.

5. Drive-By Shooting

With the availability of weapons and gang-, tagger-, and crew-retaliation, it is possible that a drive-by shooting could occur at or near the school site. The immediate concern is the safety of staff and students. The locations at greatest risk are the perimeter of the school, the entrance areas due to accessibility by vehicle, and athletic or other field areas.

- a. In open areas, if shots are sounding, have students and staff initiate ACTIONS "**CODE RED**" and keep as low as possible. Move only when directed by supervising staff.
- b. **Only if** safely possible, look at the vehicle; try to identify:
 - a. License plate number
 - b. Type of car; color
 - c. Occupants
 - d. Damage to vehicle
 - e. Direction of travel
 - f. Weapons
- c. Immediately after the vehicle is gone, the Level I Incident process will be followed.
- d. In addition:
 - The Principal/designee will contact 9-1-1.
 - Determine injuries, if any. Stay with the seriously injured until services arrive.
 - Have students move safely and quickly to the nearest shelter/building.
 - If media arrives, direct them to Principal/designee. Do not let media roam.
 - When police arrive, they will direct the scene and take control of the situation.
 - Alert nearby schools of the incident if the potential exists for them to be affected.

Note: Drive-by shootings usually happen very quickly or quite suddenly. Unlike a hostage situation, the perpetrators of drive-by shootings usually leave the scene instantly. Staff members who witness such incidents should, without putting themselves in danger, to get as precise a description of the vehicle as possible.

6. All Clear Signal: Responsibilities of All Staff for Any Intruder, Hostage, or Shooting Situation

When the "ALL CLEAR" signal is given by the site administrator or designee, staff is responsible to:

- a. Render first aid if necessary. Notify the Health Office regarding injured students if possible. Principal/designee will assess situation and determine if the "First Aid Team" needs to be activated. Place Red Cards in windows or under doors.
- b. Teachers must account for the status of students by taking roll. **DO NOT PERMIT ANY STUDENT TO LEAVE THE CLASSROOM.**
- c. Report any person whose whereabouts are unknown, or who is injured, to the administration.
- d. Safety precautions will remain in effect until further emergency instructions are provided by the administration or emergency personnel such as police or fire department.

e. Emergency personnel will notify staff and students of evacuation through personal contact or phone. This could be a room by room evacuation, using a predetermined code, or a quick evacuation in which a CODE NINE has been called over the loud speaker for a targeted building. That signal alerts staff and students to prepare for a quick evacuation once emergency personnel reach the room.

6. Stay Calm.

Remember: students will model their emotional reactions after yours!

K. Bomb Threat

When there has been a call regarding a possible bomb threat, the person taking the call shall immediately do the following:

1. Listen carefully to get all information. Do not interrupt the caller except to ask the following questions:

When will it go off?
Where is it placed?
What does it look like?

2. To the best of your ability, make notes of the following:

Sex: male, female, don't know
Approximate age
Manner: rational, coherent, incoherent, angry, nervous, other
Background noises: airplanes, animals, boats, machines, music, street traffic, trains, voices, quiet, etc.
Is the caller familiar with the building?
Characteristics of voice: high pitched, deep, accent
Use of certain words or phrases

3. Notify the Principal/designee.
4. Call "9-1-1".
5. Do not use radios, phones or cordless phones, cell phones, or other electronic devices until given the authorization by the Fire Department or Bomb Squad, if appropriate.
6. Administrative Procedures
 - a. Turn off the bells if they are due to ring while the bomb threat is being assessed and until further notice. Turn off base station so that walk-talkies are not inadvertently used. (The ringing of bells or use of the radios may set off the bomb.)
 - b. Assigned searchers are not to touch any mysterious object, but to isolate the area and get a message to someone to notify an administrator of the possibility that the object may explode. The administrator will notify the police of the presence of the object. The police will call the bomb unit.
 - c. Should a mysterious object be found, call for an emergency evacuation, following the evacuation routes already established.
 - d. Assign all available personnel to notify teachers privately of the reason and need to evacuate as quickly, calmly, and as quietly as possible. They should also be told the location of the bomb and that no bells, radios, telephones or public address system will be used until further notice.
 - e. If the object is in the path of an evacuation route, devise an alternate route. Evacuate to locations that are uphill or upwind from the bomb location.

- f. The Principal/designee will remain in contact with the Police Department, and will dismiss school if necessary.
- g. The Police Department will speak with the person who received bomb threat.

SECTION 6 RESPONSE TO CRISIS

A. Levels of Crisis

1. **Level I:** Imminent "During the Current Encounter" Police are the primary respondents to handle situation (9-1 -1).
 - a. Incident happening or will happen within a short time.
 - b. Violence has erupted.
 - c. Weapons have been seen.
 - d. Tension is high, ready to explode.
 - e. Groups are moving toward one another (ready to fight).
 - f. Examples of declared emergencies to be utilized in Level III activation:
 - Gang fight or multiple fights
 - Shooting or brandishing of a dangerous weapon
 - Violent or armed intruder/hostage situation
 - Reported bomb threat
 - Student riot
 - Any other situation as determined by the Principal/designee, APA that poses a direct threat to the safety of students or staff.
2. **Level II — Immediate:** "Involves the Foreseeable Near Future"
 - a. Tension is high.
 - b. Previous events have involved known gangs/gang members.
 - c. Previous fights, incidents have occurred in the past few days.
 - d. Reliable source says, "fight will happen on Friday".
 - e. Incident will occur in a day or two.
 - f. Identified groups have been seen cruising school.
3. **Level III - Potential "Incident May Occur"**
 - a. Feelings of tension are surfacing among individuals/schools. Smaller fights have been happening on campus, at other schools, and in the community.
 - b. School cannot pin-point when event is to actually happen.
 - c. New trends are arising or old trends have resurfaced.

B. Response to Crisis: Level III- Potential and Level II-Immediate

1. The Principal/designee/ Designee meets with police and community services for direction.
 - a. Identify critical issues, groups, and individuals.
 - b. Interviews individuals.
 - c. Plan for prevention.

C. Response to Crisis: Level I - Imminent/Emergency

1. Process for Reporting a Level I Emergency
 - a. Reporting party calls the Principal/designee to report the situation.
 - b. Principal/designee notifies staff to take action if appropriate

- c. The Principal/designee and/or involved staff member witnessing the event calls 9-1-1.
- d. MHPD assumes incident command when arriving on campus.
- e. The Principal/designee meets with police for assessment after police response.
- f. The Principal/designee assesses the emergency situation and whom within the staff to notify.
- g. Police determine if emergency is resolved and Principal/designee determines if other intervention is necessary.

D. 9-1-1 Police Protocol Procedure: Critical information to provide 9-1-1 dispatcher.

- a. Type of emergency – is it pending or in progress?
- b. Identify school, specific location/classroom
- c. Are there any injuries: yes/no
- d. Do you need an ambulance: yes/no
- e. Description of suspect(s):
 Ethnicity:
 Name of suspect, if known:
 Gender: Male — Female
 Age: Years
 Height: Feet; Inches
 Weight: Lbs.
 Hair color: Brown/Black. /Blond/Red
 Description of clothing/color:
 Jacket/shirt
 Pants
 Shoes
 Hat
- f. Other features:
- g. Is the suspect still there? Yes/no
 If yes, exact location: If no, how did the suspect leave and which way did he/she go:
- h. If suspect left in a vehicle:
 Make
 Model
 Color
 Year
 License Plate
 Any distinguishing features:
- i. What street should the emergency vehicles enter from? What is the best entrance gate for them to use?

*NOTE: Once the dispatcher gets the initial details about the incident, he/she will send the information by computer to a radio dispatcher who will be announcing it to the police and other emergency responders. The dispatcher will keep you on the line for more information, but realize that the police and/or ambulance have been notified about the incident.

E. Triage: Sorting of Treatment during a Crisis or Disaster

Triage means the "sorting of and allocation of treatment to patients and especially battle and disaster victims according to a system of priorities designed to maximize the number of survivors" (Webster's Ninth New Collegiate Dictionary).

1. In addition to medical needs, this process also includes screening the emotional risk to victims in order to provide immediate intervention to those most affected by the crisis. This process includes students, staff, and the total school community within the school.
2. Individual consultation should be available to all individuals who are directly exposed to and affected by the crisis. This includes students, staff, and others within the school community such as volunteers, parents.
3. Individuals whose needs fall beyond the scope of the school-site level will be referred to outside community agencies for additional services.
4. Examples of individuals who appear to be affected more severely than others include (not in order or priority):
 - a. Students directly involved in the incident
 - b. Students with close friends/family directly involved in the incident
 - c. Close friends of a suicide victim
 - d. Recent victim of a previous trauma who becomes highly affected by the current trauma, even if not directly involved
5. Medical triage will be covered by the first aid team if the Fire Department is not involved.

F. Aftercare

Aftercare is a period of time following an emergency, crisis, or disastrous event. The Principal/designee or Counseling staff will provide appropriate referrals for individual students and/or families. Aftercare planning is the transition from intervention activities. The focus is on the Return to Learning.

1. Aftercare provides:
 - a. Personal counseling support
 - b. District psychological services
 - c. Counseling referral
 - d. Support groups
 - e. Other City/County/community referrals (through Santa Clara County Mental Health)
 - f. The administration will hold post-event assessment/evaluation.
2. In the event of a school-wide crisis, once we have determined that the school grounds are safe, the staff will be instructed as to one or more locations in the school where After-Care services will be made available for students in need of emotional support. Instructions will also include safe procedures for the release and referral of students.

3 High Risk Cases in Terms of Crisis (Triage: Refer to Section 5)

- a. Students who have been directly involved in the crisis or event are to be considered "High Risk Cases". The teacher or adult in charge should make a list of students in his/her charge and inform the APA or MST Coordinator.
- b. Students who are considered a high risk due to other factors may include:
 - Relatives or close friends of the victim
 - Students who have suffered recent/previous trauma or loss
 - Students with preexisting psychological condition
 - Students who lack personal resources

G. Emotional First Aid in Times of Disaster (Triage: Refer to 5)

As an outgrowth of almost any disaster, individuals who experienced a crisis are likely to present a variety of psychological reactions. Once the major crisis has subsided and the immediate physical safety needs have been met, the psychological needs of these persons must be addressed.

The following descriptions of students' basic needs, as well as suggestions for meeting them, will help school personnel deal with their reactions to a natural disaster.

1. Students and staff need facts. The Principal/designee or Designee will provide as much information as is feasible and appropriate, and explain the disaster, what it is, and how and when it occurred. The students will be prepared for aftershocks or other after effects. Students will be reminded that only certain areas may have been affected.
3. Students and staff need opportunities to share feelings and experiences. As much as possible, opportunities to talk and share their feelings and experiences should be afforded to students and staff in order to help diminish anxieties. Adults need to admit to their own feelings (as much as is appropriate) so that students will have "permission" to share theirs.
4. Students need to be together with adults and family members. They are fearful of their own safety as they are of being separated from their family and not knowing if they are safe or if they will see them again. Let students know that parents will get to them as soon as possible. In the meantime, assure students they will be cared for. **Under no circumstances is any student to be left alone.**
5. Students need to be engaged in activities. Activities are important to gain control over the situation. If the crisis or disaster requires the students to be at the school site for a long period of time, use classroom and recreational materials to help structure time.

SECTION 7 PROCEDURES FOR STUDENT UNREST

A. Procedures for Student Unrest

In the event of student unrest where a great number of students are involved in disruptive or aggressive behavior, emergency procedures will be enacted under the direction of the Principal/designee.

1. If the disturbance involves large groups of students and occurs during break or lunch, the bell will be rung early in order to get students into the safety of the classroom.
2. If the disturbance occurs during class time, the period will be lengthened.
3. Staff will be notified via the P.A. system to return to class, if at break or lunch, to lock the door when reasonably sure that most students are present, and to keep students away from doors and windows.
4. Teachers in classrooms where there is no P.A. system will be notified by an adult runner that the school is on emergency status.
5. In order to avoid inciting participation in the unrest, there will not be any announcement over the P.A. system that this is an emergency. Staff will know that the school is having problems if the break and lunch periods are ended early and/or if staff is instructed to lock their doors and cover their windows.
6. Staff is requested to be alert to any problems that may be off-shoots of the main unrest and to notify the administration via telephone upon arrival to the classroom.
7. If an individual staff has no class at the time of the emergency, he or she is to call the Principal/designee for an assignment. **DO NOT CALL THE OPERATOR or PRINCIPAL/DESIGNEE'S SECRETARY.** These lines must be kept open for internal or administrative calls at all times.
8. Teachers are to take roll and maintain attendance, monitor entry to and exit from the classroom, and to maintain control as best as possible.
9. P.E. teachers are to contain the students as best as possible on field areas unable to move them to the multi-purpose room
10. Staff is to talk with their students about the unrest to alleviate their fears about safety and disruption. Staff is to keep the atmosphere calm and objective while assuring the students that the problem will be contained.
11. Instructions will be given via the P.A. system upon culmination of the emergency. Based on the circumstances, students will be retained in the immediate class, sent to the next class, or dismissed to go home. Staff is to supervise the campus in their immediate areas until their students enter their classes.

B. Administration

1. The Administrative Team will supervise the campus and quell any disturbance.
2. The Principal/designee will assess the situation and determine if additional support is needed: from law enforcement or community agencies.
3. The Administration will be responsible for calling the parents of injured or disruptive students, to pick up students, and of any disciplinary action.
4. The Principal/designee will activate the First Aid Team, if necessary.

C. Staff Responsibility

1. Teachers/Aides will perform their duties as classroom teachers and aides and conduct class.
2. Teachers, other certificated and classified staff, and paraeducators with no current class period will contact the Principal/designee for instructions.
3. The Attendance Secretary and Attendance Clerks will:
 - a. Cover the phones and inform staff of assignments per Principal/designee instructions.
 - b. Assist in making phone calls to parents.
 - c. Cover base for walkie-talkies.
 - d. Lock office doors.
4. The Health Office Tech will:
 - a. Pull emergency health information as necessary.
 - b. Assist with contacting parents of injured students.
 - c. Keep a log of injured students and those seen by paramedics.
5. Counselors and Other Certificated Staff will:
 - a. Assist with campus supervision as needed.
 - b. Counsel students.
 - c. Assist with classroom supervision as needed.
 - d. Assist with release of students to parents or guardians.
 - e. Assist with contacting parents by telephone.
 - f. Assist with any other assignment during the period of student and its aftermath.
6. The Phone Attendant will:

Answer internal phones and maintain the link between the school site and District Office.
7. Liaisons will:
 - a. Assist with campus supervision.
 - b. Assist with contacting parents by telephone.
 - c. Assist with release of students to parents.
 - d. Counsel students.
 - e. Assist with any other assignment during the period of unrest and its aftermath.

**SECTION 8
PROCEDURES FOR REPORTED SEXUAL ASSAULT
OR OTHER SEXUAL OFFENSE
ON THE WAY TO AND FROM SCHOOL
OR THE SCHOOL COMMUNITY**

A. Report of Sexual Assault to or from School

1. Self-Reported By Student, Staff, or Other

- a. Immediately refer to Principal/designee. The Principal will call “9-1-1” and provide as much pertinent information to the 9-1 -1 dispatcher as possible.
- b. Principal/designee will contact parents/guardians of the assault victim to inform them of the assault and necessary police intervention.
- c. A referral will be made by the Principal/designee to the site-based counseling group.
- d. This process will be used whether the assault is reported as recent or a previously unreported assault.
- e. The Principal/designee, will notify the Board of Directors of the assault.

2. An alert will go out to the staff and students regarding the alleged assault. The alert may be handled in several ways:

- a. An alert to take precautions and safety tips may be announced over the P.A. system.
- b. An advisory alert will be distributed to all staff, requesting that they alert their students about a possible sexual predator near the school community.
- c. A school-wide lesson plan discussing preventative and safety tips may be done through common classes such as English or Social Studies or over the P.A.system.
- d. Police bulletins and sketches of the alleged assailant will be disseminated to staff to post in strategic locations on the campus if available.
- e. Flyers may be sent home with students.
- f. The Principal/designee will contact neighboring MHUSD schools to alert them of a possible sexual predator. The Principal will alert neighboring non-MHUSD schools to alert them of a possible sexual predator.
- g. The school will rely on the news media to assist with alerting the community based on information given by the Police Department.

B. Report of Indecent Exposure

1. Reported By Students, Staff, or Other

- a. Immediately refer to Principal/designee. The Principal will call “9-1-1” and provide as much pertinent information to the 9-1 -1 dispatcher as possible.

- b. Principal/designee will contact parents/guardians of the assault victim to inform them of the assault and necessary police intervention.
- c. A referral will be made by the Principal/designee to the site-based counseling group.

2. Alerting the School Community

An alert will go out to the staff and students regarding the alleged assault. The alert may be handled in several ways:

- a. An alert to take precautions and safety tips will be announced over the P.A. system.
- b. An advisory alert will be distributed to all staff, requesting that they alert their students about individuals indecently exposing themselves near the school community.
- c. A school-wide lesson plan discussing preventative and safety tips may be done through common classes such as English or Social Studies.
- d. Police bulletins and sketches of the alleged perpetrator will be disseminated to staff, if appropriate.
- e. Flyers may be sent home with students.
- f. The Principal/designee will contact neighboring MHUSD schools to alert them of a possible sexual predator. The Principal will alert neighboring non-MHUSD schools to alert them of a possible sexual predator.
- g. The school will rely on the news media to assist with alerting the community based on information given by the Police Department.

SECTION 9 BEFORE AND AFTER SCHOOL DISTURBANCES

A. Fights, Assaults, and Other Disturbances

1. Document the occurrence and Contact the Principal/designee.
2. The Principal will call the students' homes to notify parents of situation and to request that the parents schedule a conference with the Principal, on site Counselor and student. Notify the parent of the safety issue involving their student, and the disciplinary action, if any.
3. If students become difficult or refuse to disperse, A police report will be taken on the disturbance, and if appropriate, charges will be filed. If the disturbance is a mutual fight with serious injury, a police report must be requested.
4. In the event that there is no fight and students are milling around, AND, if the school staff senses tension between two individuals or groups, then these individuals will be separated and the Principal/designee will meet with the individuals/groups. Parents may be contacted to pick up their students for their own safety. This will also prevent any potential fights or unnecessary violence.
5. Whenever possible when individual students have been identified, the Counseling Team may engage them in Conflict Resolution activities.

B. Other Types of Disturbances

1. Follow the same process as in A. above. Notify the Administrator on the following morning if not available after school or call an administrator at home if the situation is serious. Document your observations and involvement.
2. Report of a possible disturbance:
 - a. Identify parties involved
 - b. Contact parents
 - c. Request assistance from Police Department if disturbance is off campus
 - d. Assist with counseling services for disturbed students

SECTION 10 ARREST OF STUDENTS

A. Release of Minors to the Custody of Law Enforcement Officers

Staff shall cooperate with official law enforcement officers in the capacity of their duties. Specifically, Charter School staff shall cooperate if it becomes necessary to release minor students into the custody of law enforcement officers for a student's arrest. Official law enforcement officers (including probation officers) have an absolute right to enter a school site to affect a lawful arrest. All official peace officers shall complete a report for each student contacted.

B. Procedures for Removing a Student

If, during the course of the interview, the officer finds it necessary to remove the student from school, the Principal/designee shall:

1. Ascertain the reason for such action.
2. Obtain the officer's name, badge number, and the department which he or she represents via "Student Contact Form".
3. Obtain destination of the arrested student.
4. After the student is taken into custody, notify the parent or guardian, or make every reasonable attempt, of the student's arrest.

A. Notification

Except in cases of child abuse or neglect, the Principal/designee shall attempt to notify the student's parent/guardian after the officer has interviewed the student. The parent shall be informed of/that:

1. The student was interviewed by a peace officer.
2. The officer's name and agency represented.
3. The purpose of the interview.
4. The student's destination and the phone number of the arresting agency if the student has been taken into custody.

D. Actual Arrest of Student

The arrest of any student on campus shall be handled as discreetly as possible in order to maintain as much confidentiality as possible.

SECTION 11 HATE-MOTIVATED BEHAVIOR

A. Definition of Hate-Motivated Behavior

Hate-motivated behavior is any act or attempted act which is intended to cause injury, emotional suffering, or property damage through intimidation, force or vandalism or vandalism motivated by hostility, bigoted slurs or harassment, hostility toward the victim's real or perceived ethnicity, national origin, religious belief, gender, age, sexual orientation, disability, or political affiliation.

B. Hate-Motivated Crimes

When criminal acts are determined to be motivated by hate, they become hate crimes. The crimes may include but are not limited to:

1. Destruction or defacing of property.
2. Unusual violent assaults by groups or individuals which appear to be random or directly intended.
3. Vandalism depicting any of the issues described in A. above.
4. Unlawful use of telephones; mail clearly associated with item A. above.
5. Bomb threats or explosions linked to item A. above.

C. Preventing Hate-Motivated Behavior

The entire school community (teachers, administrators, etc.), and parents as well as other family members are the principle role models for positive and appropriate behavior of high school students and younger children. The school culture will exemplify behavior which values and promotes dignity, respect, and appreciation of diversity for individuals from all backgrounds and cultures.

It is the responsibility of the school site to reinforce high standards of behavior which promote respect for oneself and for individuals of various cultures.

D. Responding to Hate-Motivated Behavior

1. Immediately address the problem.
 - a. Discuss the incident with the student(s).
 - b. Interview possible witnesses.
 - c. Provide immediate and reasonable consequences.
 - d. Consult and refer to on site counseling if appropriate.
2. Provide immediate response to staff.
 - a. Provide reasonable report, without compromising the legal aspect of the incident, or breaking confidentiality.
 - b. Disseminate accurate information for the purpose of rumor control.
3. Follow-up on the victim's and perpetrator's needs.

- a. Refer the victim to counseling, school-based or community.
 - b. Refer the perpetrator to counseling, school-based or community.
 - c. Contact both the victim(s) and perpetrator(s) parents and advise them that the school is taking the incident very serious.
4. Offer cultural diversity awareness and sensitivity training for staff and students.
 5. Document the incident.
 6. Have the victim(s) and perpetrator(s) each write a statement in their own handwriting describing the incident.

SECTION 12 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
- c. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage to 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. 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

- a. The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

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

2. 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 well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

3. 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.

4. 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.

This entire section on Child Abuse was 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 counselor 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.
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.
 - a. Reportable Sexual Activity if a Child is 14 Years of Age and:
 - 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.
 - Partner is 14 years or older and lewd & lascivious acts committed by a partner of any age partner over 14 years of age.
 - b. Reportable Sexual Activity if the Child is 14 or 15 years and:
 - 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
 - There is lewd and lascivious acts committed by a partner more than 10 years older than the child
 - The partner is the alleged spouse and over 21 years of age
 - c. Reportable Sexual Activity if the Child is 16 or 17 years and: the partner is less than 14 years of age
 - There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship
 - The partner is the alleged spouse and there is evidence of an exploitative relationship

d. Reportable Sexual Activity if the Child is Under 18 years:

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

e. Not Reportable Sexual Activity

- 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.
- 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.
- 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 was taken directly from the Santa Clara County
Child Abuse Council Informational Handout.*

E. Child Abuse Reporting Number: 299-2071

SECTION 13 SUICIDE ATTEMPT ON CAMPUS

- A.** If a student or other person demonstrates any suicidal tendencies (verbal or other signs), call in the school site psychologist or head counselor. Notify the Principal. If the Principal is not on site, notify the Principal/designee or other administrator. In the event that the psychologist, or head counselor, are not on campus, the administrator will notify the Police Department.
- B.** Should a student brandish a weapon during the course of discussing or displaying suicidal tendencies, the following action should be taken:
1. Notify Principal/designee, or other administrative staff.
 2. The Principal/designee will immediately call 9-1-1.
 3. The parent or guardian will be contacted immediately.
 4. Isolate the student, if possible, to eliminate risk to others.
 5. Always take suicide threats seriously and seek help for the student.

SECTION 14 STAFF NOTIFICATION OF A DANGEROUS STUDENT

A. Notification to Teacher Re: Violent or Dangerous Student

The goal of the plan is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900.

1. Information Systems has restricted a user field on page 3 of the student atom for recording information on suspendable acts. The field is labeled EC49079.
2. Every time a student commits a suspendable act, someone at the local site will enter the date of offense on page three of the student screen. It will be the APA's responsibility to designate this responsibility, but it is **highly recommended** that the date be entered by the Advisors or APA as they are carrying out the action. On a subsequent offense, the date is changed to the most current offense. If a student enrolls from a court school, through the Community Relations office, or from any other school and we have a record that the student has committed a suspendable offense, someone from the local site will enter the enrollment date in field EC49079. Again, it is the responsibility of the APA to determine who will enter this information. When notice is received from any court that the students has committed any law violation which falls into any category outlined by EC48900, the local school will enter the date of the offense into field EC49079.
3. Steps 1 and 2 will establish a database in SASI whereby every student in the district who has committed any of the acts listed in section 48900 will be flagged.
4. Information Systems has written a query atom which, when run, will produce a listing of all students who have a date in Field 49047. The list will be sorted by classroom teacher. These lists will be run by local sites on Friday afternoon and placed in teachers' boxes Monday morning. It is recommended that the lists be run on colored paper with a footnote that reads "Confidential — Suspendable Offense"
5. Teachers will place these lists in their roll book. Each week, the old lists are to be destroyed and replaced with the new lists.
6. When a school migrates to Classroom XP and every teacher has access to a computer daily and every teacher has been trained, then teachers will generate their own lists and place in their roll book as before.

The above plan provides for compliance with article 17.1 in these areas

- Each classroom teacher will be notified of any of his or her students who have committed an offense within five days of the date of offense.
- On the Monday after a student receives a program change, the new teachers will have notification that the student has committed an offense.
- A substitute will have access to a list of students with suspendable offenses provided the regular teacher has left the roll book for the substitute. This will also apply for in-house subs.
- Since the demographic information on the student screen follows a student, If a student transfers from one school within our district to another school in the district, the teachers at the new school will have notification the Monday following the transfer.
- Lists may be generated prior to the first day of school and classroom teachers can have notification on the first day classes meet.

§48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the Principal/designee 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/designee or the designee of the Principal/designee.
- (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.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm 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.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) 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/designee 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:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school sponsored activity.
- (q) 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/designee 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/designee 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/designee 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/designee 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.

SECTION 15

EXPOSURE CONTROL FOR BLOODBORNE PATHOGENS

A. Definition of Blood-borne Pathogens

This section pertains to blood and bodily fluids which may contain pathogens which are small organisms that can cause serious disease. There are two types which are most common.

1. Hepatitis B Virus (HBV)
2. Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS)

B. Method of Exposure

Occurs when an uninfected person comes into contact with the blood or bodily fluids of an infected person. Blood or bodily fluids enter the uninfected person through a break in their skin or mucous membrane.

C. School-Wide and Occupational Exposure Liabilities

Primary contact with blood or other potentially infectious material which may be directly associated in the performance of an employee's duties becomes an occupational exposure.

Some areas on a school site include:

1. Industrial arts classes which may have some occupational exposure.
2. The school nurse or health technician.
3. Campus supervisors including advisors, liaisons, administrators, and others who assist with the supervision of the campus are more likely to deal with physical altercations and therefore be exposed to a student's nose bleed, cuts, or scrapes.
4. Physical education classes.
5. Athletic contests.
6. Other classroom activities such as art, science, labs, etc.

D. Precautions

1. Use latex gloves if contact is expected for:
 - a. Nosebleeds; all types of cuts and scrapes.
 - b. When handling clothing or other material soiled with blood or other body fluids.
2. Gloves MUST NOT be reused.
 - a. Gloves MUST NOT be used on different persons.
 - b. Gloves must be carefully removed without contact outside of the glove.

- c. Gloves must be properly disposed of in a lined receptacle.
3. Wash hands and any other part of skin contacted.
- a. Wash thoroughly for 30 seconds with dispensable soap (not a bar of soap) and warm running water.
 - b. Dry thoroughly with a disposable towel.
 - c. Antiseptic hand cleansers or towelettes may be used in an emergency until the individual is able to properly wash his or her hands.
4. Clean Surfaces
- a. Promptly clean all contaminated surfaces and equipment with soap and water.
 - b. Next, promptly disinfect the surfaces and equipment.
 - c. Properly dispose of contaminated materials as directed in a lined receptacle.
 - d. Promptly notify the head custodian to properly hose or wash down area that came into contact with blood.
 - e. Provisions shall be made for Bio-hazard containers and refuse bags.
5. Person Attending to Individual or Maintenance
- a. The person attending to the individual who is bleeding **MUST NOT** have bleeding, oozing wounds, scrapes, scratches, or skin conditions on him or herself.
 - b. First Aid Team members should use a mouthpiece or other ventilation device for mouth-to-mouth. Follow all proper procedures outlined in D-1 (precautions).
6. Glove Locations
- a. Provisions shall be made to store latex gloves in strategic locations throughout the campus. A supply shall be maintained in the health office and the custodial office.

E. Actual Exposure

- 1. Report exposure to site administrator immediately.

F. Other General Precautions

- 1. Wash hands with liquid soap and running water
 - a. Before preparing food
 - b. Before and after eating
 - c. Before and after using the restroom
 - d. before and after administering First Aid

e. After contact with body fluids

| | | |
|----------------|----------------|-----------------|
| blood | saliva | urine |
| vomit | feces | semen |
| menstrual flow | wound drainage | nasal discharge |

G. Some Myths about Exposure

Day-to-day activities which **do not** result in becoming exposed or infected include talking on a shared phone; sharing computer equipment; working in the same room, building, or department with an infected person; talking to an infected person; or just being around an infected person.