

**LOS GATOS-SARATOGA JOINT UNION
HIGH SCHOOL DISTRICT**

School Safety Plan

(SB 187 compliant)

**Los Gatos-Saratoga Joint
Union High School District
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Preface

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

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

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

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SB 187: School Safety Plan

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

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

IMPLEMENTATION OF PLAN

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

School Safety Planning Committee

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

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

Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed. Code 39294.2)

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

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

Annual Safety Goals

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

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

- Mental Health Data
- State, District or Site Surveys
- Disciplinary Data
- Community Police Data

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

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

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

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

The year-end assessment should be completed by the School Site Council in May and reported upon.

Mandated Policies and Procedures

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

- ❑ Child abuse reporting consistent with Penal Code 11164.
- ❑ Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- ❑ Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- ❑ A sexual harassment policy pursuant to Education Code 212.6. (i.e., BP/AR 4119.11, 4219.11, 4319.11, 5145.3, 5145.7).
- ❑ Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school.
- ❑ The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411- discipline) in order to create a safe and orderly environment conducive to learning at school.
- ❑ Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

Child Abuse Reporting

A. Definition of Child Abuse (Section 11165.6)

“Child abuse” means a physical injury which is inflicted by other than accidental means on a child by another person. “Child abuse” also means the sexual abuse of a child or any act or omission (willful cruelty or unjustifiable punishment of a child, or unlawful corporal punishment or injury). “Child abuse” also means the physical or emotional neglect of a child or abuse in out-of-home care. (Source: California Child Abuse and Neglect Reporting Act, Penal Code, Article 2.5)

1. Child Abuse to be reported:
 - 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. Situations not considered child abuse for the purposes of the Child Abuse and Neglect Reporting Act:
 - a. Children fighting. Injuries caused by children fighting by mutual consent.
 - b. Injuries caused by reasonable and necessary force used by a peace officer acting within the scope of his or her employment.
 - c. Injuries caused by reasonable and necessary force used by public school personnel:
 - to quell a disturbance threatening physical injury to someone or damage to property
 - for purposes of self-defense; or
 - to obtain possession of weapons or other dangerous objects within the control of a child.

B. Mandated Child Abuse Reporting

- a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164.
- b. Any child care custodian, teacher or aide, school employee, 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 the child protective agency by telephone or by written report:
 - **The telephone call must be made immediately or as soon as practically possible by telephone.**
 - **A written report must be sent within 36 hours of the telephone call to the child protective agency.**
- c. Any child care custodian, teacher or aide, school employee, 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.
- d. When two or more mandated reporters are present in a situation and jointly become aware of a known or suspected instance of child abuse, they may, by mutual agreement, designate one of themselves to make the required telephone and written reports. However, if a mandated reporter becomes aware that the designated individual failed to report, he or she must then report.
- e. Failure to report by telephone immediately or as soon as practically possible or in writing within 36 hours is a misdemeanor “punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than \$1,000.”
- f. 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.
- g. This section on Child Abuse was taken from *California Laws Relating to Minors* manual and the Santa Clara County Social Services Agency website (www.sccgov.org/portal/site/childabuse).

C. Sexual Activity

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

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

Mandatory Reports:

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

- a. 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.
- b. Partner is 14 years or older.
- c. Lewd and lascivious acts committed by a partner of any age, or partner is alleged spouse and over 14 years of age.

Sexual Activity if a Child is 14 or 15 Years of Age and:

- a. Partner is less than 14 years old.
- b. Unlawful sexual intercourse with a partner older than 21 years.
- c. Lewd and lascivious acts committed by a partner more than 10 years older than the child.
- d. Partner is the alleged spouse and over 21 years of age. The appropriate authority will determine the legality of the marriage.

Sexual Activity if a Child is 16 or 17 Years of Age and:

- a. Partner is less than 14 years old.
- b. Unlawful sexual intercourse with a partner older than 14 years and there is evidence of an exploitive relationship.
- c. Partner is alleged spouse and there is evidence of an exploitive relationship.

Sexual Activity if a Child is under 18 Years of Age and:

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

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

D. Failure to Report Known or Suspected Child Abuse

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

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

E. Child Abuse Reporting Number, San Jose Area: (408) 299-2071

F. Staff Training

Los Gatos-Saratoga Union High School District has a Board Regulation and Policy regarding Child Abuse reporting. Those and the information in this safety plan are reviewed periodically at a staff meeting.

Bullying / Cyberbullying

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

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

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

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

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

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

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

Reporting and Filing of Complaints

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

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

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

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

A. Definition of Bullying

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students or staff that has or can reasonably be predicted to have the effect of placing a reasonable person in fear of harm to himself/herself or his/her property; cause the person to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student.
3. Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.
4. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

B. Student Outreach

1. Conduct an annual training for freshman on Bullying/Cyberbullying.
2. SCHOOL RESOURCE OFFICER facilitates annual presentations on Bullying/Cyberbullying legislation and consequences.

C. Consequences for Harassment / Bullying / Cyberbullying

1. First Infraction:

Depending on the level of severity, counseling remediation with the possibility of up to five (5) days of suspension

2. Second Infraction:

Up to five (5) days of suspension with the possible recommendation for expulsion

3. Third Infraction:

Recommendation for expulsion

Sexual Harassment Policy

A. Definition

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

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

B. Policy Pertaining to Sexual Harassment

Los Gatos-Saratoga Union High School District has Board Policy and Administrative Regulations regarding Sexual Harassment (i.e., 4119.11, 4219.11, 4319.11, 5145.3, 5145.7). All Board regulations and Policies are available for reference from the website. (<http://www.lgsuhd.org>)

C. Staff Training

Los Gatos-Saratoga Union High School District has Board Policy and Administrative Regulations regarding Sexual Harassment (i.e., 4119.11, 4219.11, 4319.11, 5145.3, 5145.7). Those and the information in this safety plan are reviewed periodically with all staff.

D. Complaints

All complaints regarding Sexual Harassment should be reported to the Title IX officer at the district level. The LGSUHSD Title IX officer is Carrie Bosco.

Suspension and Expulsion Policies

Grounds for suspension and expulsion which fall under Education Code 48900 and 48915(c) are also delineated in BP 5144.1 and AR 5144.1.

A. Staff Training

New staff training regarding these policies, Education Code and the Safety Plan are reviewed with new staff at new staff training. In addition, these items are discussed at faculty meetings and collaboration. The faculty in the Los Gatos – Saratoga High School District continues to discuss new strategies for discipline.

Staff Notification of Dangerous Students

A. Definition Notification of Dangerous Students

EDUCATION CODE SECTIONS 48900 – 48926

In addition, Education Code 49079 outlines the circumstances under which staff are to be notified when a student has “or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7.”

B. Staff Training

The Los Gatos-Saratoga Union High School district staff is notified confidentially at the beginning of the year by the Assistant Principals in charge of discipline. In addition, notations in Aeries are flagged and available for review by individual teachers as appropriate.

School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 48980:

- a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- b. The discipline Board Policy and Administrative Regulation 5144 shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students and parents.

C. Staff Training

All parents and students are informed of site rules by mail. The policy is reviewed annually at the beginning of the year with staff and students. In addition the policy is posted on the school's website and in student agendas.

Dress Code

A dress code is established to help promote a quality learning environment. Attire that distracts from the educational goals of the school is not permitted. Therefore, a student's dress must be **appropriate for the classroom** and for any activity in which he or she participates. Styles of dress that present a health or safety hazard to the student or other students or are **distracting and offensive to other students and faculty** or are disruptive to the education process are not allowed. The dress code is posted on the school website and updated annually. Consequences of not following the dress code are also posted.

A. Staff Training

Los Gatos-Saratoga Union High School District staff is updated annually of this policy and any changes. In addition, this information is posted on the schools' websites.

Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system includes, but is not limited to, all of the following:

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

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

Protective measures to be taken before, during, and following an earthquake.

A program to ensure that the students, and that both the certificated and classified staff, are aware of and are properly trained in the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Earthquake drills are conducted annually with all schools in the district using common procedures. Evaluations are given by staff via online survey after each drill.

Drill dates are communicated to staff at the beginning of the school year for planning purposes.

Fire Drills

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

(Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
 2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
 3. Evacuation areas will be established away from fire lanes.
 4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
 5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.
- Drill dates are communicated to staff at the beginning of the school year for planning purposes.

Run, Hide, Defend/Lockdown Drills

Lockdown drills are conducted as scheduled by the principal annually at the school with common district-wide procedures and observed by local law enforcement personnel.

Emergency Disaster Procedures

The Basic Plan

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

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

Requirements

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

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time

possible.

- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County and city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

Authorities and References

State of California

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

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

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

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

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

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

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers. California Government Code requires public employees to perform duties other than their usual duties.

2. When pressed into disaster service, employees' Workers Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

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

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

California Civil Code, Chapter 9, Section 1799.102:

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

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

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

California Emergency Plan

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

Preparedness for each staff member

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

To prepare their family and home for earthquakes and other emergencies

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

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

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

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

Disaster Service Worker Status: *California Government Code* Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

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

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

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

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

1. Until regular dismissal time and released only then if it is considered safe, or
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

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

PARENT RESPONSIBILITY

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

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

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

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

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

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

B. Action: LEAVE BUILDING

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 Run, Hide, Defend/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

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

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

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

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

D. Action: DROP

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

Action: DROP consists of:

- a. Inside school buildings
 - Immediately **TAKE COVER** under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to or for instructions
- b. Outside of school buildings
 - Earthquake: Move away from buildings
- c. Explosion/Nuclear Attack
 - Take protective position, OR
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face and as much of the skin surface as possible; close eyes and cover ears with forearms.

E. Action: DIRECTED MAINTENANCE

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

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

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

F. Action: DIRECTED TRANSPORTATION

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

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

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

- 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.)

G. Action: GO HOME

Action: GO HOME consists of:

- a. Dismissal of all classes
- b. Return of students to their homes by the most expeditious means.

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

H. Action: CONVERT SCHOOL

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

Earthquake

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

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

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

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

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

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

Earthquake procedures in other parts of the building

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

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

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

Earthquake procedures while outside

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

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

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

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building

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

- a. The Principal or Designee will:
 - Order an evacuation if the fire alarm doesn't work
 - Call 9-1-1
 - Notify the superintendent
- b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- c. Teachers will close doors upon evacuating.
- d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.
- e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- f. The Head Custodian or designee shall open necessary gates for fire trucks and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
- g. 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 Superintendent or designee.

Fire Near School

a. The Principal or Designee will:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the buildings.
- Notify the Fire Department by calling 9-1-1
- Notify the Superintendent's office.
- 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 Superintendent or designee.

Power Outage / Rolling Blackouts

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

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

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

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

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights and batteries.

- Find out that when power is lost, do emergency lights go on and do the “Exit” signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check school district’s PG&E block list to determine in which PG&E block your site is located. As a note, Block 50’s power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at Stage 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights and replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.

- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.**
- According to SBC (telephone company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE** barbeques, Coleman-type stoves, hibachis or other outdoor-cooking devices indoors.
- DO NOT USE** candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.

- Shut off lights in unoccupied rooms.

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

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

Shelter-in-Place

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

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

- SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- LISTEN.** Remain quiet to hear critical instructions from school officials.
 - If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**
- A school official (or student if no official present) should close all vents and turn off ventilation systems.** *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

Procedures for Safe Ingress and Egress

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

A. Evacuation routes

- Evacuation routes are identified and posted in all rooms on the campus.
- On-campus evacuation/assembly areas are identified.
- For those disabled persons, “areas of rescue” are also identified.
- Off-campus assembly locations identified in case this is necessary in an emergency. Memorandums of understanding shall be updated annually for these locations.

Maps and identification of off-campus assembly areas are contained in the appendices to this plan.

B. Lock Down or Shelter in Place

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and follow the posted “Shelter-in-Place” procedures.

In the event of a dangerous person, it is necessary for students and staff to remain indoors at the school site and follow the posted “Lockdown’ procedures.

C. Staff Training

Los Gatos-Saratoga Union High School District policy is to familiarize new staff with safety procedures as well as curricular information. All information in this safety plan is reviewed with all staff at a staff meeting. The district is in compliance with the state requirements for drills and all staff is given updated training and briefed in advance.

Bomb Threat

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

THE PERSON RECEIVING THE BOMB THREAT WILL:

- Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- Use the “**bomb threat checklist**” form (page 46) as a guide to collect the information needed. Don’t be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- When will the bomb explode and where is the bomb located?**
- Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the “bomb threat checklist” form (attached).
- Turn off cellular phones and/or walkie-talkie radios (transmits radio waves – could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- Call 9-1-1. Give the following information:
 - ✓ Your name
 - ✓ Your call-back phone number
 - ✓ Exact street location with the nearest cross street
 - ✓ Nature of incident
 - ✓ Number and location of people involved and/or injured
- Notify Superintendent’s Office.
- Evacuate involved buildings using fired drill procedures. Principal must have Superintendent’s permission to evacuate the entire site.
- Implement a systematic inspection of the facilities to determine if everyone is out.

- Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- Maintain an open telephone line for communications.
- Secure all exits to prevent re-entry to buildings during the search period.
- Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- Re-occupy buildings only when proper authorities give clearance.

BOMB THREAT REPORT FORM LOS GATOS-SARATOGA JOINT UNION HIGH SCHOOL DISTRICT

School:	Time Call Received:	Call Taken By:
Date:	Time Caller Hung Up:	Title:
	Caller ID Info (*69)	

Questions to Ask:	Exact Wording of Threat: “								
	”								
1. When will the bomb explode?	Caller's Voice: (circle all that apply)				Caller's Language: (circle all that apply)			Background Sounds: (circle all that apply)	
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated		Street Noises	Crockery
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?		Voices	PA System
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)		Music	House Noises
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged		Motor	Office
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old			Factory	Machinery
7. Why?	Soft	Ragged	Clearing Throat	Normal	Caller Demographics (Circle One)			Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female	Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:			Long Distance	Cell Phone
10. What is your name, address, phone?	Other Observations:								

Intruder on Campus

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

Low Level:

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

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

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

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should begin the Run, Hide, Defend procedure.

- Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access to a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zigzag fashion to the staging areas and **STAY CALM.**
- If and when possible, call Administration and/or 9-1-1.

Lockdown: Run, Hide, Defend

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

Remember, the Run, Hide, Defend response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- Notify administration.
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent.

Intermediate activities:

- Keep everyone calm and quiet.
- Take roll.
 - Staff should check district email for updates from local law enforcement.
- Conduct anxiety-reducing activities.

Evacuation:

- Prepare students and yourself for a quick evacuation.
- Follow directions of law enforcement when they arrive.

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

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

Following any emergency, notify the District Superintendent's Office.

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

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

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

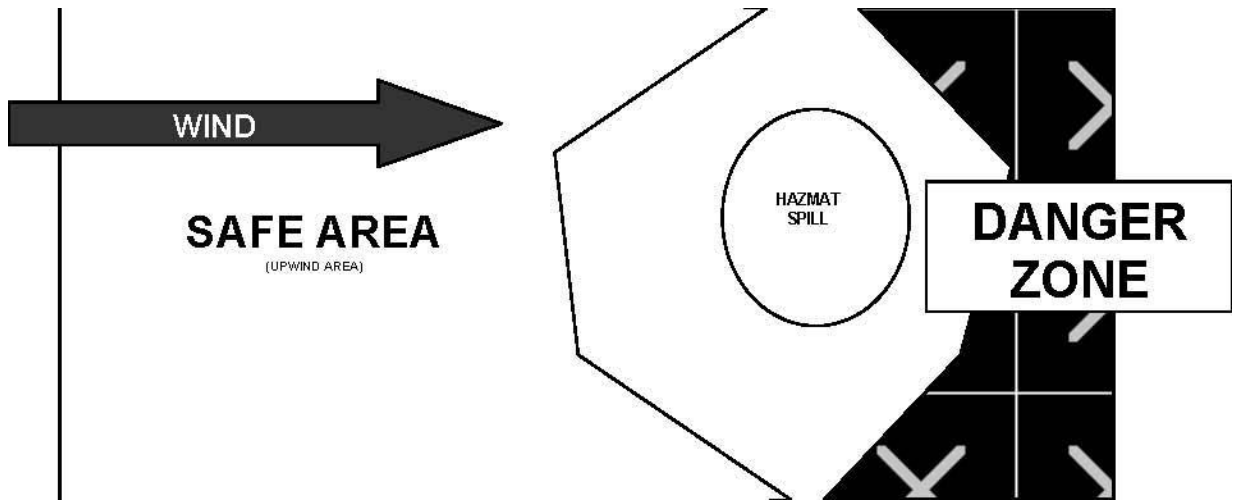
- Notify the District Office with the following information:
 - ✓ Date, time, and exact location of the release or threatened release
 - ✓ Name and telephone number of person reporting
 - ✓ Type of chemical involved and the estimated quantity
 - ✓ Description of potential hazards presented by the spill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

Reporting Chemical Spills

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

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 408-354-2520. The cleanup will be coordinated through a designated contractor.



HAZARDOUS SUBSTANCES

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

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

Always call for assistance and:

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

If the spill is too great to handle, contact the District Office at 408-354-2520.

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

VEHICLE FUEL SPILL

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

- Shut off emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent “socks” or “booms” to contain the spill
- Identify the source, estimated quantity spilled, and stop further release(s) IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office, 408-354-2520
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1.

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

- Date, time, and exact location of the release
- Name and telephone number of person(s) reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document time and date notification was made and the information provided

- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

In an Emergency Building Evacuation, all employees will:

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

In an Emergency Building Evacuation, teachers will also:

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

- Check room and report anything amiss to the Team Leader and/or Operations Chief.
- Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

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

- Notify the Superintendent of the Campus Evacuation.
- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

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

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

Rescue Breathing

- Gently tilt the head back and lift the chin to open the airway.
- Pinch the nose closed.
- Give two slow breaths into the mouth.
- Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- Attempt to rule out a head, neck or back injury.
- If no head, back or neck injury is present, slightly elevate the person's legs.

Choking

- Stand behind the person.
- First lean the person forward and give 5 back blows between the shoulder blades with the heel of your hand.
- Next, place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust (one swift inward and up motion).
- Continue back blows and abdominal thrusts until:
 - An object is forced out.
 - Person can breathe or cough forcefully.
 - Person becomes unconscious (**CALL 9-1-1**)

Triage Guidelines

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

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature

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

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

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place.
Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If patient needs assistant to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries are will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Mental Health Crisis Protocols

The Board of Trustees recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop preventive strategies, intervention and postvention procedures. Postvention procedures are the provision of crisis intervention, support and assistance for those affected by a completed suicide.

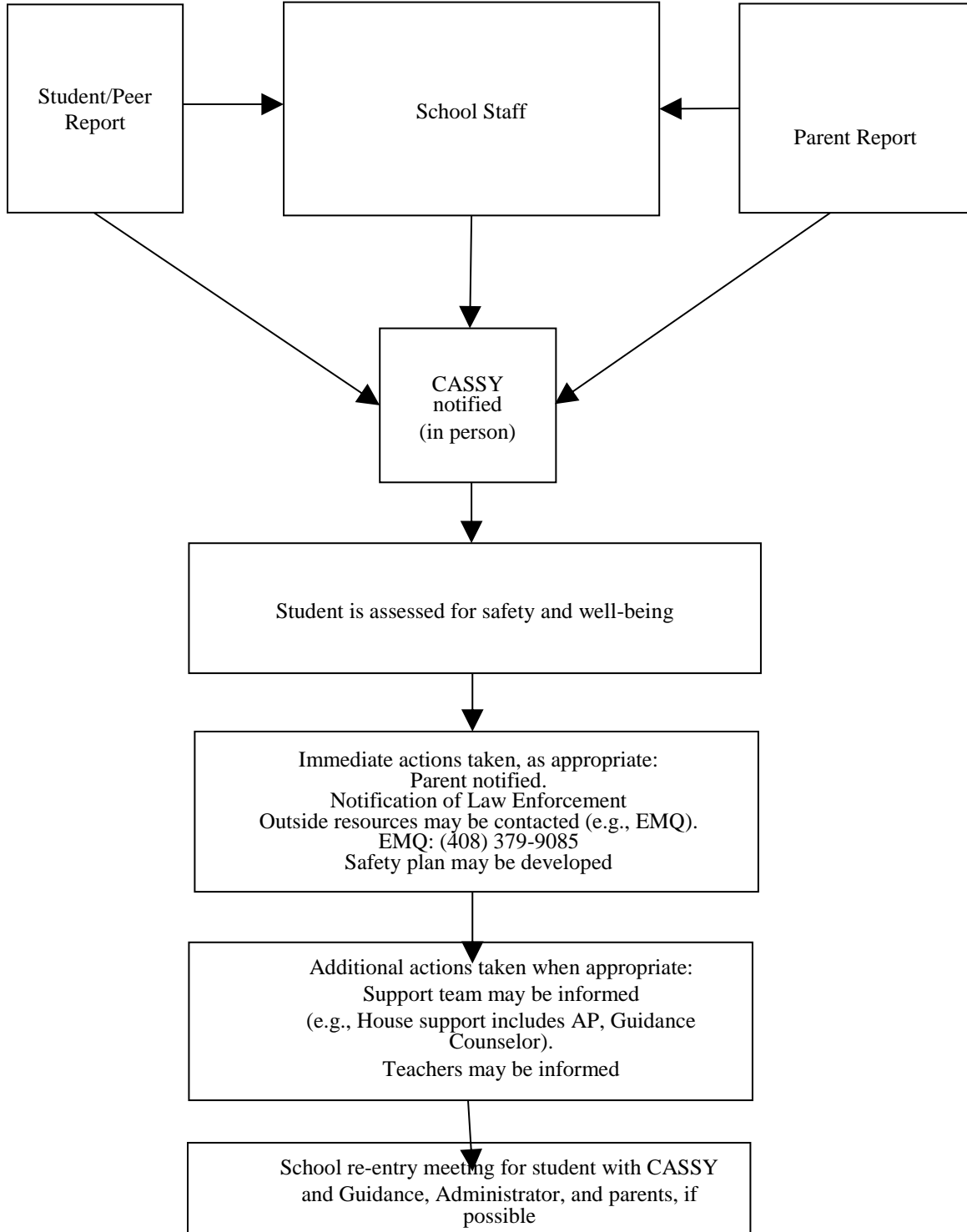
The Superintendent or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention, intervention, and postvention procedures.

Intervention

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the principal or school counselor. The principal or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Los Gatos-Saratoga Joint Union High School District
Mental Health Crisis Assessment Protocol
(during school hours and school year)



Suicide

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

DOs

- Listen** to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- Observe** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- Ask** whether the person is really thinking about suicide. If the answer is "YES," ask how he/she plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP** by contacting law enforcement and an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY** with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

DON'Ts

- Don't** leave the person alone for even a minute.
- Don't** act shocked or be sworn to secrecy.
- Don't** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

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

- Determine what the problem is and call **9-1-1** for local emergency services. **Note:** A casualty is a victim of an accident or disaster.
- Identify the problem and give the school address.
- Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- Determine if problem will continue or if it is over.
- Notify Superintendent's Office.
- School representatives will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, reassure students.
- Fire Department will notify appropriate agencies for additional help.
- Crisis Team will convene.
- Contact Superintendent to determine need to send students home.

**Mass
Casualty**

PATIENT TRACKING SHEET

Page _____

HOSPITALS
:

LGH – LOS GATOS (ECH)
ECH – EL CAMINO
GSH – GOOD SAMARITAN
KSC – KAISER SANTA CLARA

STH – SANTA TERESA OCH –
O’CONNOR
SJH - SAN JOSE
SLH – STE. LOUISE

SUH - STANFORD
VMC – VALLEY MED
Other

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	HOSPITAL

Signed _____ Date _____

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

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

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

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

- If you are at home, report the incident to local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

- Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- Leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

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

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.**
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- Shut down air handling systems in the building if possible.
- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

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

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

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

Foodborne Botulism

The bacterium is ingested with the contaminated food source. Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

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

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

Inhalational Botulism

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

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

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Immunization & Mass Prophylaxis Pandemic and Bio-Terrorism

This Bio-Terrorism Support Plan (Plan) provides basic steps to guide designated Santa Clara County Public Health Department, Town of Los Gatos and Los Gatos-Saratoga High School District officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

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

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

Once the situation has been assessed and Public Health identifies the need to open an immunization center (mass prophylaxis center), then Public Health will contact the city. Subsequently, the City will contact the school district emergency contact to begin the process of coordinating the opening of an immunization center (mass prophylaxis center).

Preparedness Steps

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

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

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

8. Superintendent's Office: 408-354-2520, ext. 228
9. School Site Security: 408-354-2730, ext. 213
10. Custodial Services or Facilities: 408-354-2730. Ext. 213/244

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

11. Authorized school official contact will inform Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).
12. If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for the Public Health Department.
13. Contact principal of the school site being converted into an immunization center (mass prophylaxis center).
14. Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:
 - Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
 - Inventory useable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
 - Ensure all other areas of the school site are not accessible to mass prophylaxis center personnel or public
15. Los Gatos-Saratoga High School District site personnel will unlock the school site upon arrival of Public Health Department and their staff.

Closing the Center

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

16. School site personnel compares supplies and materials used, physical property loss and damages
17. Both Public Health Department, City and school site personnel inspect shelter sites for:
 - Material and supplies used
 - Property loss
 - Property damage
18. When inspection is completed, school site personnel gives Business Services Department a report of materials used and property damaged/loss (photograph).
19. Business Services
 - Gives property loss/damages to Risk Management to determine cost of property loss and repair costs
 - Formalizes letter to Public Health Department to file a claim covering loss and material usage

Incident Command System

Responsibilities for a School Disaster

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

Major Concepts and Components

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

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

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

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

Common Terminology:

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

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

How ICS Functions

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

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

Included here is a summary only.

Pre-Designated Incident Facilities

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

Please see the Appendix for the District Incident Command System (ICS)

Please see the Appendix for the Initial Campus Level Response

Emergency Communications

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

Emergencies within a school:

Internal communications will be via:

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

External communications will be via:

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

Emergencies affecting two or more schools:

In-district communications will be via:

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

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

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

- Set radio to Emergency District

Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as “five-one,” not “fifty one.”

Unit to Base

Identify yourself: “This is NAME, POSITION, from SITE.”

Base will respond

Give message, after transmission is complete. Base will end with (base number) clear.

Unit to Unit

Use unit number to begin and end transmissions

School bus to unit

Use unit number to begin and end

DO NOT interrupt when someone is transmitting except for emergency information

Portable units should remain in charger when not in use

Portable units keep a usable charge for _____ to _____ hours.

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

Use established communication channels to keep employees, students, parents, essential communicators and community informed.

Keep secretaries briefed on situation changes and what to tell people who phone the School District.

Hold briefings with employees, labor association leaders, Board President, student leaders and other key communicators.

Enact telephone tree in order to communicate updates.

Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.

Supply Superintendent’s office and public information offices with a copy of each bulletin.

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

educational process. News media personnel are not to be on school grounds, except in designated areas. Staff is to report any news media personnel that appear elsewhere on campus.

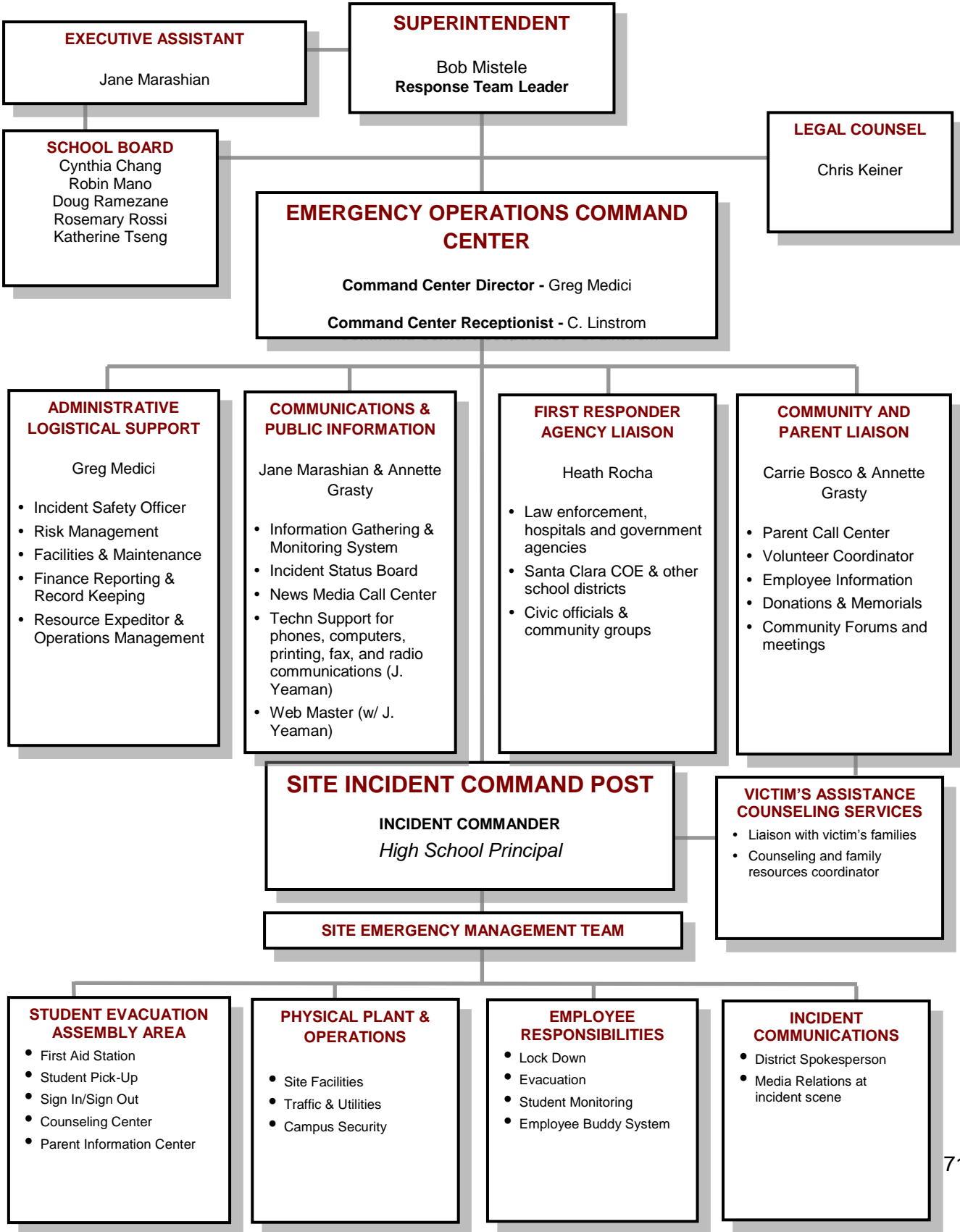
Chapter
9

Appendices



INITIAL LEVEL DISTRICT
RESPONSE
INCIDENT COMMAND SYSTEM

RESPOND & ASSIST - CRISIS TEAM (ReACT)



RESPONSE TEAM LEADER

Bob Mistele, Superintendent

The superintendent is not the primary manager of the crisis situation. Instead, he ensures that the plan is effectively implemented. The superintendent makes critical policy decisions and serves as a spokesperson when needed with the news media and the public.

SCHOOL BOARD

The members need to be available for emergency meetings. They should serve as conduits to stakeholder groups and key communicators in the community. They can visit the crisis site and command center to provide emotional and leadership support, but not be involved in direct management activities.

LEGAL ADVISOR

The legal counsel advises on risk management, campus access policies, liability and other legal implications of the crisis. He maintains liaison with law enforcement and the judicial system.

COMMAND CENTER DIRECTOR

Greg Medici, Assistant Superintendent Chief Business Officer

The ICS team leader reports directly to the superintendent who has the ultimate authority for managing the crisis situation. The team leader calls the shots and uses key volunteers or staff who head up each of the response desks. This person maintains the “macro” view of the situation to ensure response areas are not being overlooked.

EMERGENCY CALL CENTER COORDINATOR

Jane Marashian, Exec. Assistant to the Superintendent

This person manages the Command Center’s Emergency Call Center operations including supervising volunteers handling incoming phone calls. She keeps the governing board members informed and helps ensure they know their roles in the response. She serves as the primary support staff for the superintendent fielding calls and requests.

COMMUNICATIONS & COMMUNITY LIAISON

Jane Marashian, E.A and Annette Grasty, Human Resources Manager

This person is the communication coordinator for the team. She analyzes the situation and develops the talking points, key messages and tactical approaches to communicate with all audiences. This person writes or edits most of the letters, statements, news releases, or reports for the team. She is responsible for preparing the first 30-minute report to the superintendent and updates that report hourly during the first 24 hours. She maintains the command center information board, handles information gathering and intelligence, and supervises the work of the webmaster and technology support staff. The California School Public Relations Association will provide a network of volunteer public information officers to assist. He coordinates volunteers in the command center,

oversees employee information systems, tracks donations and memorials, and provides liaison with community meetings and groups.

WEBMASTER/TECHNOLOGY COORDINATOR

Julianne Yeaman, IT Coordinator

In an unfolding crisis, electronic communication dominates the information flow. This person loads information on the district web page, coordinates e-mail and broadcast fax systems, secures and maintains necessary telephone and technology systems, and employs other communication vehicles. She is the conduit for mobilizing district printing and courier services. She also monitors alternative media such as blogs, and social e-networking sites (YouTube, MySpace, and Facebook), and supervises use of district telephone auto-dialers and mass e-mail broadcasting.

FIRST RESPONDER/COUNSELING SERVICES

Heath Rocha, Chief Officer – Student Services

This person is assigned to the incident site to manage the Emergency Assembly Area where students and staff can reunite with their families following the incident. She coordinates victim assistance volunteers, the faith community response, counseling services, and intervention services for victims. She maintains the list of students and helps account for all students making contact with parents. She also oversees the pupil release forms. In the long term, she maintains ongoing contact with the families of victims.

ADMINISTRATIVE LOGISTICAL SUPPORT

Greg Medici, Assistant Superintendent of Business Services/CBO

This administrator has the recognized authority to mobilize district resources when needed and cut through bureaucracy and red tape. He checks on availability and accuracy of campus site maps, inventory of assets and emergency response materials on the site, and oversees the physical set-up of the Emergency Operations Center and site Command Post. He serves as the Incident Safety Officer under SEMS protocols overseeing campus and district office security and ensuring that working conditions for the response team are safe. This person handles risk management issues, facilities and maintenance, financial reporting and record keeping. This person maintains lines of communication and provides district support services for federal agencies (FEMA, FBI, federal officials), state agencies (Governor’s Office, Office of Emergency Services, Attorney General, state police), and local agencies (law enforcement, city government, hospitals, EMTs, social service agencies). He coordinates support services from the Santa Clara County Office of Education and neighboring school districts.

Each school site has developed a Safe Schools Plan that identifies individuals on the site crisis management team assigned to manage each of these operational areas. These positions reflect a composite of recommended assignments by the state Standardized Emergency Response System:

INCIDENT COMMANDER

In most situations occurring on a school site, the principal will serve as the person in charge of managing the crisis. In some cases, this may be assigned to an assistant principal or other designee. This person is responsible for site based decisions and maintains liaison with the district ICS team leader through the area superintendent. The incident commander should not leave the site Incident Command Post unless he/she designates someone to serve as his/her replacement.

EVACUATION/EMERGENCY ASSEMBLY AREA

This person coordinates the designated area at the site or an off-campus facility that serves as the staging area and rendezvous point for students, staff, parents, and families. He/she oversees contact with parents, parent leaders and organizations (PTA, boosters clubs, etc.), and students. This person handles rumor control and telephone trees. The coordinator is responsible for mobilizing and directing volunteers and staff to handle student care and supervision, student release, medical treatment, and counseling services. This person coordinates actions and decisions with the district ICS team's Victims Liaison and Counselor.

EMPLOYEE RESPONSIBILITIES

Teachers and paraprofessionals at the school site are responsible for implementing lockdown / hold in place procedures or, when instructed by the Incident Commander, to evacuate students. They are responsible for monitoring student behavior and for ensuring that all students are accounted for in their class. Each teacher is assigned a staff "buddy" to whom they report once initial steps have been taken.

Site personnel have been instructed to first contact their principal and then call the Superintendent's Office in the event of an emergency or crisis situation at a school. Upon receiving a call to the district office from a school site facing an emergency situation, the superintendent and/or his designee will work to implement the following actions within the first thirty minutes:

- ❑ **Make the determination whether to call in the district Respond and Assist Crisis Team (ICS).**
- ❑ **Call to mobilize all ICS team members and have them report to the district's Emergency Operations Center.**
- ❑ **Deploy the Victim's Liaison and Communications Spokesperson to the scene of the emergency. Activate the school site's School Safety Plan.**
- ❑ **Assess the situation quickly and be prepared to report status within 30 minutes to the district ICS leader.**
- ❑ **Establish the district's Emergency Operations Center and ensure that the school site's Incident Command Center is operational.**

OPERATIONS & PHYSICAL PLANT

This person handles the school site's operational response to the disaster, emergency or crisis situation. Usually an assistant principal, lead teacher or custodian, he/she coordinates the site facility check and assessment, search and rescue activities, and securing of necessary equipment and supplies for operating the Command Post and Emergency Assembly Area. This person oversees all aspects of restricting access to and ensuring the security of campus buildings and grounds including parking, utilities, and equipment.

COMMUNICATIONS/INFORMATION

This person handles the communication aspects of the crisis including supervising volunteers who staff the telephones to respond to public and parental inquiries not fielded at the district command center. He/she maintains contact with the news media liaison at the district ICS command center and coordinates work with the district's public information officer on site. This person gathers information from the scene, maintains the Information Board at the site Command Post and channels information back to the district Emergency Operations Center. He/she maintains logs and documentation of financial, logistical, and personnel transactions and reports those to the ICS team's Expeditor.

STEP #1

Make the district decision that a crisis situation exists

The first response by a staff member should be to alert the administrator in charge of the school site who then calls the superintendent to alert the district office that an emergency situation exists on the campus. If the superintendent is not immediately available, the site administrator should call the assistant superintendent for administration.

It is critical that site administrators keep the district office apprised of situations on the campus. In a potential crisis situation, site leaders and district office personnel should use the following criteria to determine whether to request district assistance in handling a situation:

CRITERIA FOR ACTIVATING THE DISTRICT CRISIS TEAM

- Is the magnitude of the situation severe?**
- Has a call to 911 or emergency service agencies been placed?**
- Are site leaders unavailable at the scene?**
- Is there a continuing threat to safety on the campus?**
- Has the school been disrupted, placed in lockdown, or evacuated?**
- Has there been violence or is there a hostage situation?**
- Are personal injuries or major damage to facilities involved?**
- Are law enforcement, the fire department or medical responders present or on their way to the scene?**
- Is the news media present or on their way to the scene?**

Once the site decision is made, the principal or his/her designee calls the superintendent with the recommendation that the ICS team be mobilized. The district superintendent will make the final decision to activate the district crisis response team. Once that decision has been made, the superintendent's administrative assistant notifies the ICS leader immediately and also returns a call to the site administrator to confirm that the ICS team has been mobilized.

The ICS leader notifies all ICS team members to meet him as soon as possible at the identified command center location. He reports to the superintendent within 30 minutes on the status of the situation, and hourly thereafter for the first 24 hours. The ICS leader conducts a daily debriefing at the end of each day with all team members including school site leaders.

STEP #2

Call to mobilize all ICS team members and have them report to the district's Emergency Operations Command Center.

ROSTER OF CRISIS TEAM MEMBERS

ASSIGNMENT	NAME	PHONE #	BACK-UP	PHONE #
Superintendent	Bob Mistele	805.712.7221	Greg Medici	707.637.7461
ReACT Team Leader	Greg Medici	707.637.7461		
Legal Advisor	Chris Keiner	916.812.3219		
Executive Assistant	Jane Marashian	408.515.5049	Kim English	408.628.8735
Receptionist	Claire Linstrom	408.623.2474		
Secretarial Support	Kim English	408.628.8735		
Administrative Expeditor	Greg Medici	707.637.7461	Stacy Murillo	408.644.3116
Parent/Community Liaison	Carrie Bosco	408.364.6349		
First Responder Liaison	Heath Rocha	831.601.0776	Rogers/ Thompson	408.656.5339/ 408.608.5318
Communications	Jane Marashian	408.515.5049	Tom DeLapp	916.765.1759
Web Master	Jane Marashian	408.515.5049	Julianne Yeaman	408.438.8218
Emergency Call Center	Annette Grasty	408.230.7487	Claire Linstrom	408.623.2474
Counseling/Victims	Heath Rocha	831.601.0776	Cristy Hayes	408.493.5289
LGHS Principal	Kristi Grasty	408.803.5307	Kevin Rogers	408.656.5339
SHS Principal	Paul Robinson	858.243.9311	Brian Safine	408.234.0104
School Board Members	Cynthia Chang	408.867.7111		
	Doug Ramezane	408.399.3122		
	Rosemary Rossi	408.354.6067		
	Katherine Tseng	408.718.4215		
	Robin Mano	408.891.1768		

District Emergency Operations Command Center

Our district crisis command and communication center is located at the Professional Development Conference Room:

Address: 17421 Farley Road West
Los Gatos, CA 95030

Telephone Number: (408) 354-2520

STEP #3

Deploy the Victim's Liaison, First Responder/Agency Liaison, and Communications/Spokesperson to the scene of the emergency.

As quickly as possible this three-person team should meet at the scene of the emergency to perform the following tasks:

- ❑ Locate the site administrator in charge and ensure that the site's School Safety Plan is being implemented properly.
- ❑ Establish a telephone connection to the district EOCC.
- ❑ Work with site personnel to establish the school's Incident Command Post.
- ❑ Gather information and intelligence to prepare the first 30-minute report to the ICS team leader.
- ❑ Working through the ICP, identify the early responders and establish protocols for information exchange and coordination of emergency response actions.
- ❑ Channel information to the EOCC.
- ❑ Work with site personnel to secure the facility and assist in evacuation and security.
- ❑ Establish a communication center at the site and make contact with all news media representatives present at the scene.
- ❑ Work with the superintendent to prepare initial public statements.
- ❑ Identify the spokespersons for law enforcement and agree to protocols for talking with the media.
- ❑ Serve as the district's public spokesperson.
- ❑ Report back to the EOCC and establish telephone connection.
- ❑ Work with site staff to create and supervise the Emergency Assembly Area where students can rendezvous with parents and family members.

The school site's Emergency Assembly Area should be located well away from potential harm. If possible it should be enclosed and covered. If that is not possible then it should at least have seating such as bleachers. There are four main areas that need to be established within this staging area:

- ❑ Counseling Center
- ❑ First Aid Station
- ❑ Student Sign In-Sign Out Desk
- ❑ Commissary/Food Service

STEP #4

Assess the situation quickly

The first 30 minutes are key. Using the **Communicator's Crisis Assessment & Information Checklist** in the Appendix of this manual, the three-person ICS team at the emergency site should make this initial assessment and be prepared within 30 minutes to report to the district ICS leader answers to these basic questions:

- ❑ **Who?**
How many people are affected? Have you accounted for everyone? Who is involved? Do we have names of injured, captives, perpetrators, etc.? Who in law enforcement is in charge at the scene?
- ❑ **What?**
What happened? Provide as many details as possible. Is the situation under control or is it still in process? What else may happen?
- ❑ **Where?**
Know locations accurately because people want to know if their loved ones are safe or were affected. Where can people go for information or to make contact? Provide maps or diagrams. Where is the command center going to be set up?
- ❑ **When?**
Be precise on times. When did it happen and when did you first find out about it at the site or district office? Who was informed and when? Did you delay notifying law enforcement or parents?
- ❑ **How?**
How has anyone responded so far, such as setting up phone trees, staging areas, calls to law enforcement, etc.? Are you following your crisis plan?
- ❑ **Why?**
The blame game starts immediately and not just by people on the outside. Know where you're vulnerable. Watch your credibility and long range reputation! Can you formulate an answer as to why or how this could have happened and whether the school was prepared?

STEP #5

Establish the district's Emergency Operations Command Center and ensure that the school site's Incident Command Center are operational.

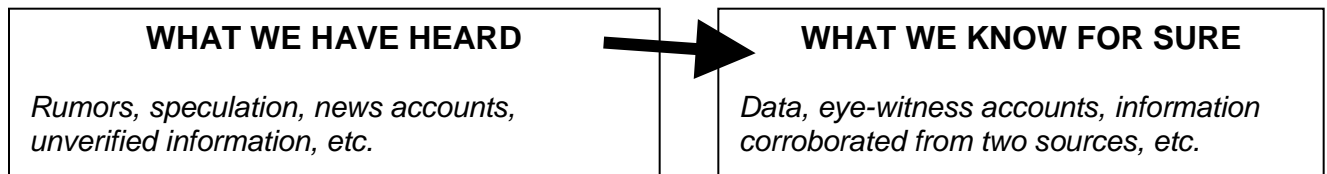
Our district crisis command and communication center is located in the Professional Development conference room:

Address: 17421 Farley Road West, Los Gatos, CA 95030
(District office)

Telephone Number: (408) 354-2520

The district command center will maintain two bulletin boards on which you post notes and data that continuously track and update "**What We Know So Far.**" One bulletin board should be titled "What We've Heard." This tracks rumors, single pieces of information, and media reports that are not corroborated. The second is titled "What We Know For Sure." Information should only be placed on this board when it is confirmed by at least two independent sources.

WHAT WE KNOW SO FAR



The ICS Leader and the Communication Coordinator should be the only ones with authority to move an item from the rumor board to the fact board. If possible, the district command center should be equipped with an oversize copier for making poster sized prints of key data and information that can be posted on the walls of the center so volunteers can easily see and refer to them.

EMERGENCY OPERATIONS COMMAND CENTER INVENTORY

The center must be self-sufficient. It needs to be stocked with the following minimum items:

- disaster supplies
- local telephone directories of schools and the community
- manual typewriter or battery operated laptop computer (with extra batteries) and portable printer
- computers for volunteers linked to a common server for easy access by all stations
- cellular telephones with chargers and extra batteries
- public incoming phone lines (at least three or four)
- private outgoing phone lines (at least two)
- school district street map noting locations of emergency services
- master keys to buildings
- staff and student rosters and attendance sheets

- ❑ copier (if possible also a poster-size duplicator) and inventory of paper & toner
- ❑ Sufficient television sets to cover the four major networks, CNN, MSNBC and independent stations with VCR recording capability
- ❑ battery operated radio to receive all news stations
- ❑ office supplies and school/district letterhead
- ❑ flashlights and spare batteries
- ❑ first aid kit, including Tylenol, antacid, etc.
- ❑ District logo or banner for news conference back drop
- ❑ bottled water and paper cups
- ❑ cots, blankets and pillows (or couches if available)
- ❑ portable microphone/sound system/megaphone for news conferences and events



INITIAL CAMPUS LEVEL RESPONSE

The site leader in charge of the campus or district facility should follow these five steps when responding initially to a crisis situation or campus threat:

- ❑ **Make the determination to call in the district Respond and Assist Crisis Team (ICS)**
- ❑ **Activate the school site's School Safety Plan**
- ❑ **Access the situation quickly and be prepared to report status within 30 minutes to the district ICS leader**
- ❑ **Take action to limit access to the campus by non-school personnel**
- ❑ **Assist the ICS in establishing a Site Incident Command & Communication Center**

STEP #1

Make the site decision that a crisis situation exists

The first response by a staff member should be to alert the administrator in charge of the school site who then calls the superintendent to alert the district office that an emergency situation exists on the campus. If the superintendent is not immediately available, the site administrator should call the assistant superintendent of business services directly.

It is critical that site administrators keep the district office apprised of situations on the campus. In a potential crisis situation site leaders and the area superintendents should use the following criteria to determine whether to request district assistance in handling a situation:

CRITERIA FOR ACTIVATING THE DISTRICT CRISIS TEAM

- Is the magnitude of the situation severe?**
- Has a call to 911 or emergency service agencies been placed?**
- Are site leaders unavailable at the scene?**
- Is there a continuing threat to safety on the campus?**
- Has the school been disrupted, placed in lockdown, or evacuated?**
- Has there been violence or is there a hostage situation?**
- Are personal injuries or major damage to facilities involved?**
- Are law enforcement, the fire department or medical responders present or on their way to the scene?**

Once the site decision is made, the principal or his/her designee calls the superintendent with the recommendation that the ICS team be mobilized. The district superintendent will make the final decision to activate the district crisis response team. Once that decision has been made, the administrative assistant notifies the ICS leader immediately and also returns a call to the site administrator to confirm that the ICS team has been mobilized.

The ICS leader notifies all ICS team members to meet him/her as soon as possible at the identified command center location. He/she reports to the superintendent within 30 minutes on the status of the situation, and hourly thereafter for the first 24 hours. The ICS leader conducts a daily debriefing at the end of each day with all team members including school site leaders.

STEP #2

Activate the site safety plan

Each site has developed its own school safety plan that calls for evacuation and lockdown procedures. When the crisis situation has been identified, move quickly to implement these procedures.

Be sure that staff members fully understand that under state law their first obligation as district employees is to serve as emergency services workers in a crisis.

Oath or affirmation of allegiance for disaster service workers and public employees

Government Code Chapter 8 of Division 4 of Title I (as amended by the Statutes of 1972, Chapter 590)

3100. It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law. (Stats. 1950 3d Ex. Sess. Ch. 7 as amended by Stats 1971, Ch. 38)

3101. For the purpose of this chapter the term “disaster service worker” includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term “public employees” includes all persons employed by the state or any county, city and county, state agency or public district, excluding aliens legally employed. (Stats. 1950 3d Ex. Sess. Ch. 7 as amended by Stats 1971, Ch. 38)

Site administrators are responsible for the safety of the campus until the district ICS team arrives. At that point, depending on the situation, the district office team will assume some responsibilities and will delegate others to site staff. Specifically, site teams will continue to be responsible for relating to their own employees, parents and students, while the district handles external aspects of the crisis.

On site to assist campus personnel will be the area superintendent, communications strategist, the agency liaison officer, and the victim’s assistance liaison.

STEP #3

Assess the situation quickly

The first 30 minutes are key. Using the **Communicator's Crisis Assessment & Information Checklist** in the Appendix of this manual, the site administrator should make this initial assessment and be prepared within 30 minutes to report to the district ICS leader answers to these basic questions:

Who?

How many people are affected? Have you accounted for everyone? Who is involved? Do we have names of injured, captives, perpetrators, etc.? Who in law enforcement is in charge at the scene?

What?

What happened? Provide as many details as possible. Is the situation under control or is it still in process? What else may happen?

Where?

Know locations accurately because people want to know if their loved ones are safe or were affected. Where can people go for information or to make contact? Provide maps or diagrams. Where is the command center going to be set up?

When?

Be precise on times. When did it happen and when did you first find out about it at the site or district office? Who was informed and when? Did you delay notifying law enforcement or parents?

How?

How has anyone responded so far, such as setting up phone trees, staging areas, calls to law enforcement, etc.? Are you following your crisis plan?

Why?

The blame game starts immediately and not just by people on the outside. Know where you're vulnerable. Watch your credibility and long range reputation! Can you formulate an answer as to why or how this could have happened and whether the school was prepared?

Complete this worksheet within thirty minutes after becoming aware of the crisis or controversy. Once this is completed, you should be in a position to issue a preliminary news release or conduct a news conference to provide initial information.

What?

What happened; get as many details as possible? Is the situation under control or is it still in process? What else may happen? Has anything like this happened before? Is this a trend?

Where?

Know locations accurately because people will want to know if their loved ones are safe or were affected. Where can people go for information or to make contact? Will the crisis affect other sites?

When?

Be precise on times. When did it happen and when did you first find out about it at the site or district office? Keep accurate phone logs.

How?

How has anyone responded so far, such as setting up phone trees, staging areas, calls to law enforcement, evacuations, canceling school, etc.? What public statements have been made?

Why?

The blame game starts immediately and not just by people on the outside. Know where you're vulnerable. Why did this happen and what could the district have done to prevent it?

Your name _____ Date _____ Time _____

Your name _____ Date _____ Time _____

Location of the crisis situation _____

Location of site command center _____

Phone number to reach you _____ Fax number to reach you _____

Level of Authority	Name/Title	Phone Number(s)
Person in authority from the district office		
Person in authority at the school site		
Public spokesperson		
Law enforcement/fire department		
Key contacts at the site		
Other resource personnel available		

Key personnel involved in our crisis response:

What do you project will happen in the next two hours?

What additional resources are needed?

- Counseling/family services
- Transportation
- Food Service
- Medical/safety
- Physical plant/construction
- Communication /media relations
- Clerical
- Legal
- Insurance/claims
- Shelter/evacuation assistance
- Law enforcement
- Other:

Are news media on site? If so, who?

Safety Plan Signature Page

Los Gatos High School

The undersigned members of the Los Gatos High School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met for the school year 2016-2017.

Printed Name

Signature

Kristina Grasty
Principal

Taryn Krause
Chairman, School Site Council

Patricia Sutton
Teachers Association Representative

Cathi Miezio
Classified Association Representative

Gillian Verga/Barbara Holmes
H&S Parent Representative(s)

Officer David Gregg (SCHOOL RESOURCE OFFICER)
Law Enforcement Representative

Los Gatos High School

Safety Plan Goals

2016-2017

GOAL 1: Continue to support and refine Los Gatos High School's Incident Command System response plan.

Strategy: Review current site ICS system, and identify areas of growth. Site and District administration will work with County ICS liaison or consultant to determine best practices and provide training to staff.

Assessment: Simulation of ICS event and feedback with feedback from ICS consultant and participating staff.

GOAL 2: To ensure the faculty is prepared in the event of a disaster or an intruder on campus:

Strategy: Emergency/Run-Hide-Defend drills will be run with staff. In addition the school resource officer will conduct staff training.

Assessment: Debrief and record feedback of emergency drills from the staff, site administration, and local service officers.

Assessment: Staff survey/email responses.

GOAL 3: To establish alternate exit routes from the campus based on possible scenarios for disasters (natural and manmade)

Strategy: Design alternative exit route maps for various scenarios and distribute to staff and local service officers.

Assessment: Alternate exit route maps and drills.

Los Gatos High School Bullying Response Protocol

Notification and Referral

Information regarding bullying is forwarded to one of the House administrators, usually by the student who is the target of the bullying. This has come from the student, other students, teachers, CASSY and parents, among others. The critical issue when a bullying situation is presented to us is the emotional state of the victim. If CASSY has not already been involved in the referral process, then CASSY is notified and an interview with the reporting student is arranged to gauge his or her emotional state.

Investigation

House principal begins an investigation as soon as the information is received. Depending on the number of students involved, this may be a collaboration among House principals. The data gathering typically includes:

- Interview with the reporting student.
- Collection of data or cyber-information (text messages, screen shots of Facebook pages, etc.).
- Interviews with the alleged bully or bullies.

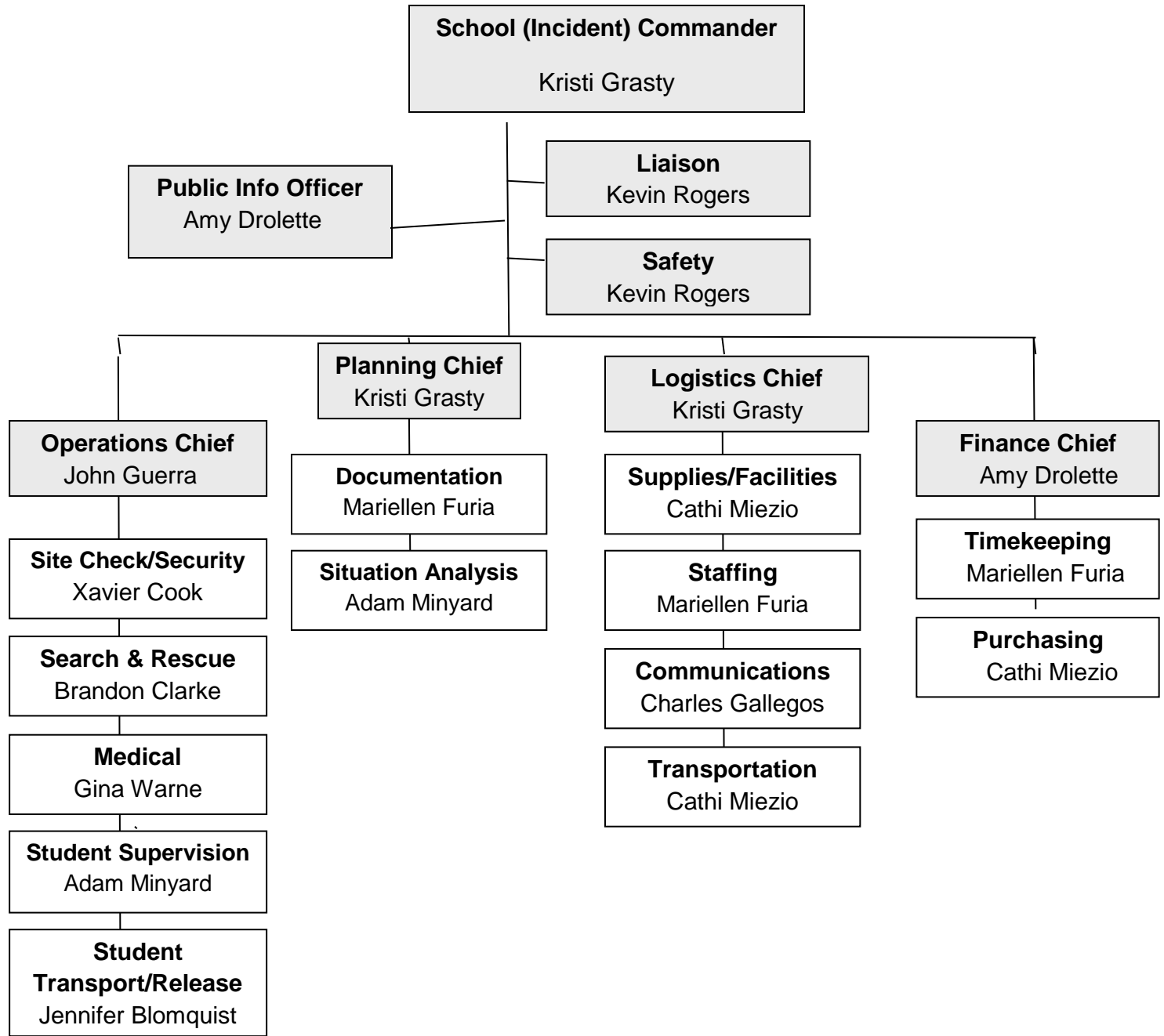
Assessment

Typically once the preliminary information has been gathered, House principals will meet to review the situation and recommend further action steps. Depending on the facts unearthed the SRO and CASSY may be involved as well. Typically the victim's parents are informed by this point, either by CASSY or the AP. The key issues to be resolved at this point is whether the situation involves counseling, school-based discipline or intervention by law enforcement.

Action

Action may be taken individually by House principals with their students or it may be coordinated. Parents of all students involved are contacted about the situation and any consequences deemed appropriate. Minor incidents or those caught early will often result in counseling and a detailed discussion of school expectations for student behavior and the consequences should the behavior continue. Some of these situations will also result in a referral to CASSY for either group mediation by CASSY counselors or Peer Mediation. More serious incidents involve our SCHOOL RESOURCE OFFICER and may result in suspension or referral for police citation.

Los Gatos High School ICS Team



Primary Off-Site Evacuation/Assembly Location for LGHS

Organization	Los Gatos Lodge
Address	50 Los Gatos-Saratoga Road, Los Gatos
Contact	Cecilio Reyes
Phone Number	408-354-3300 creyes@losgatoslodge.com
Date of Agreement - MOU	November 2, 2016

Secondary Off-Site Evacuation/Assembly Location for LGHS

Organization	Los Gatos United Methodist Church
Address	110 Church Street, Los Gatos
Contact	Mary Lou Abrahamson
Phone Number	408-354-4730, ext.
Date of Agreement	November 2, 2016

Staging Areas

Command Posts

Primary: Front Steps

Secondary: Wildcat Building

Tertiary: Softball Shed

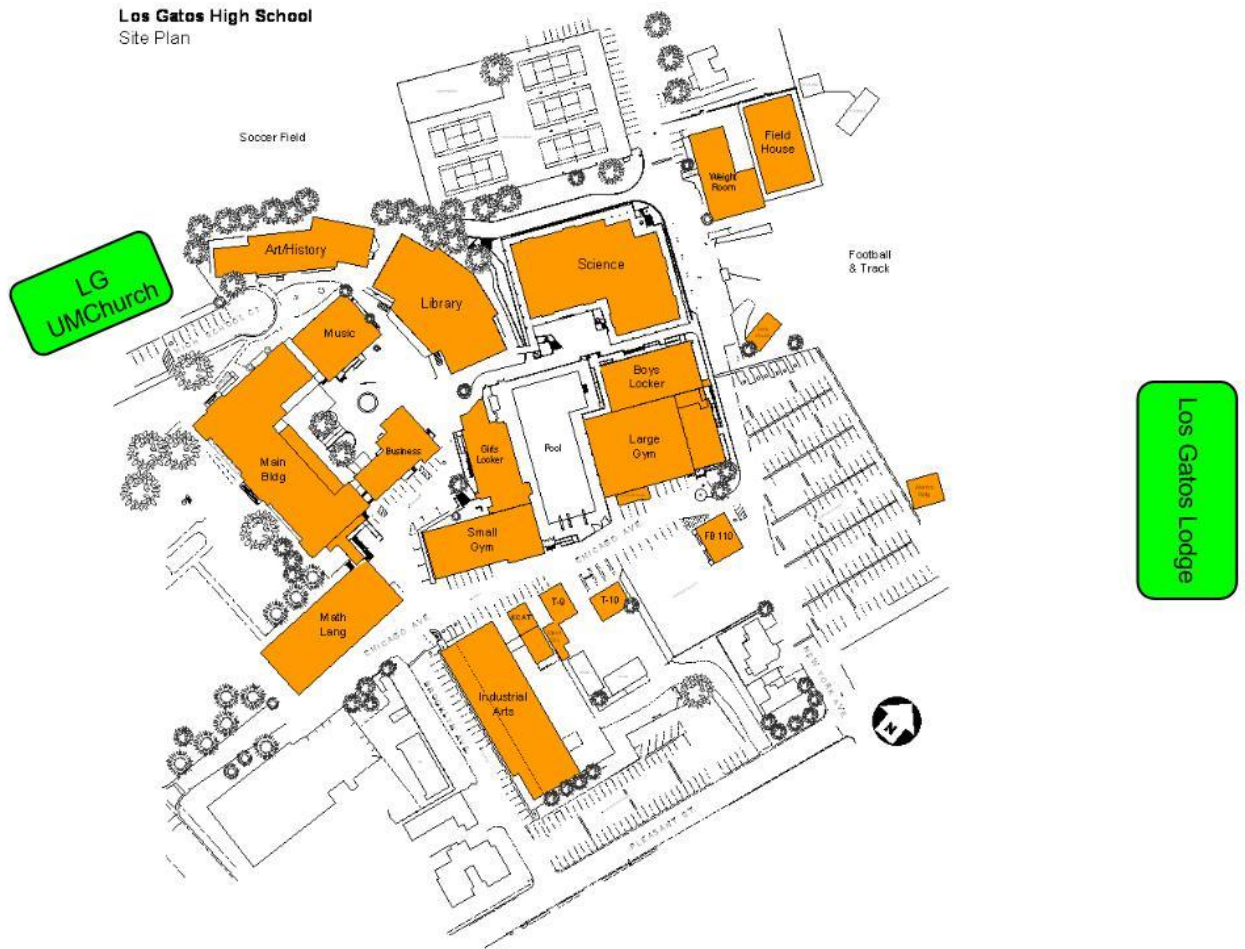
Mass Care Centers

Primary: Front Lawn

Secondary: Stadium Field

Tertiary: Lower Field

LOS GATOS HIGH SCHOOL INGRESS/EGRESS MAP

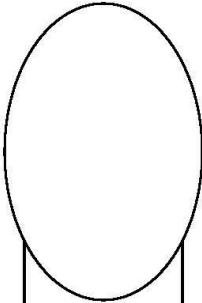





ASSEMBLY ORGANIZATIONAL LAYOUT PLAN

Emergency Drill Schedule
Friday, September 2, 2016

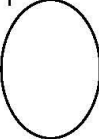
2nd Period 8:15 – 9:45 * **Alarm will sound @9:45**
Take students to your designated spot on the front lawn

Tutorial 9:45 – 10:20 * **Emergency Drill**
 4th Period 10:25 – 12:00
Lunch 12:00 – 12:35
 6th Period 12:40 – 2:10

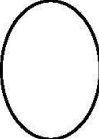


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DeSoto
DeLaPaz
DeHorn
Davison-Wilson
D'Antona
Czech
Cummings
Csik-Hughes
Crites
Coppelli
Cooper
Clark
Christie
Chiodo
Ceran
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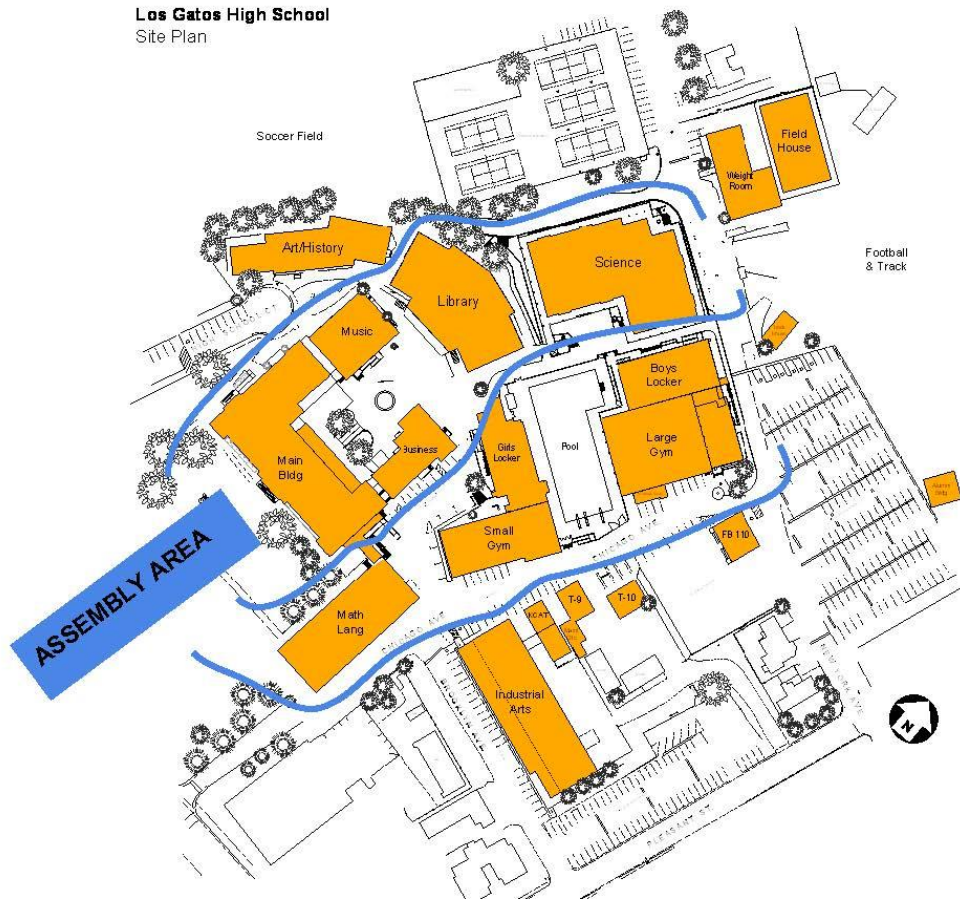
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Rogers, J.
Rios-Calhoun
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Payne
Pawlowski
Palma
Pacheco
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O'Toole
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Minyard, S.
Minson
Messenger
McQuade
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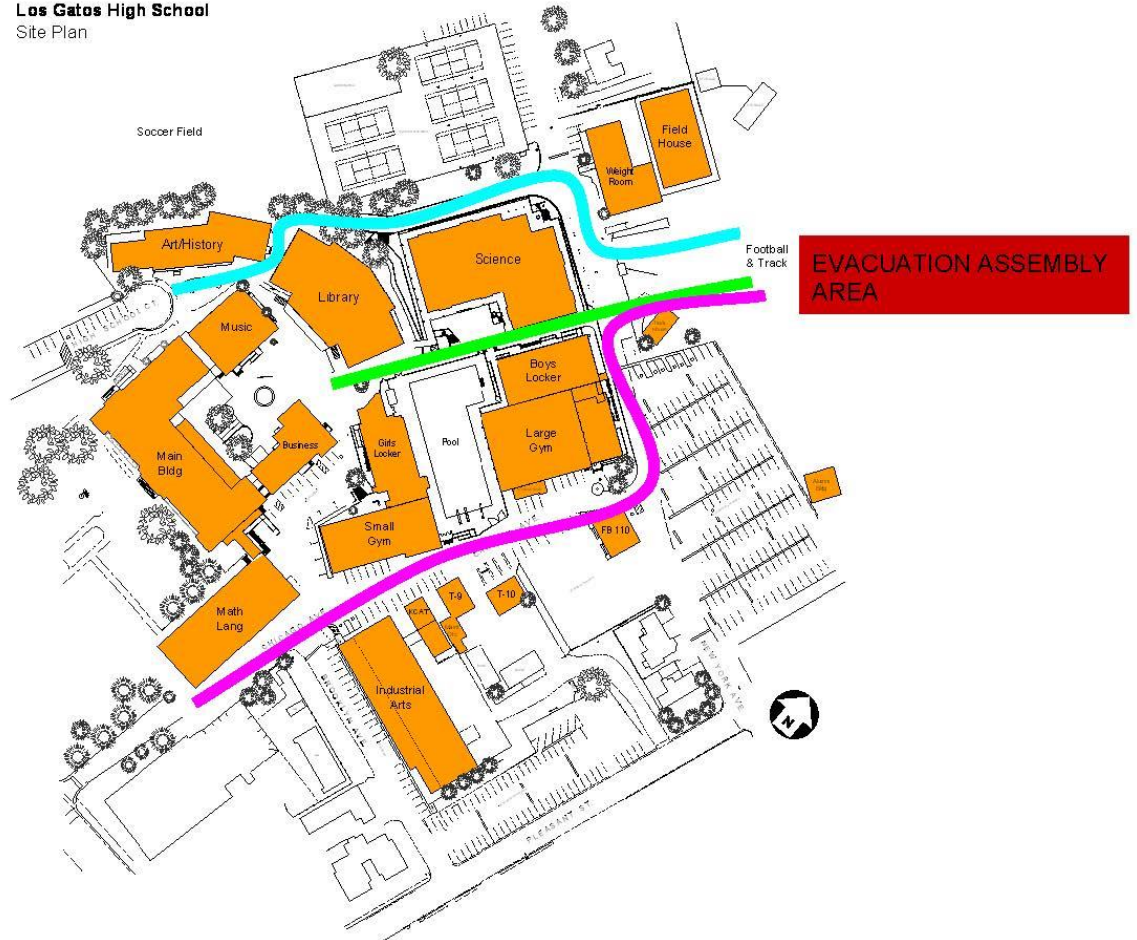
EAST MAIN STREET

Primary Evacuation Route



Alternative Evacuation Route

Los Gatos High School
Site Plan



Safety Plan Signature Page

Saratoga High School

The undersigned members of the Saratoga High School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met for the school year 2016-2017.

Printed Name

Signature

Paul Robinson
Principal

Brian Thompson
Chairman, School Site Council

Meghan Pickett
Teachers Association Representative

Julia Peck
Classified Association Representative

Ranjana Sivaram
Parent Representative

Deputy Chad Garton
Law Enforcement Representative

Saratoga High School Safety Plan Goals 2016-17

GOAL 1: Continue to support and refine the School's Incident Command System response plan.

Strategy: Review current site ICS system and identify areas of growth. Site and district administration will work with county ICS liaison or ICS consultant to determine best practices and provide training to staff.

Assessment: Simulation of an ICS event with feedback from ICS consultant and participating staff.

GOAL 2: Ensure staff and students are prepared in the event of an emergency, disaster, or an intruder on campus.

Strategy: Annual training and practice of fire, earthquake, and Run, Hide, Defend drills. Run, Hide, Defend drill will be run during a designated period to provide students and staff practice in initiating and conducting a lockdown. The school resource officer will assist in conducting staff training.

Assessment: Debrief and record feedback of the Run, Hide, Defend drill from the staff, site administration, and local service officers. Debrief and record feedback for fire and earthquake drills.

Saratoga High School Bullying Response Protocol

Notification and Referral

Information regarding bullying is forwarded to one of the site administrators, usually by the student who is the target of the bullying. This has come from the student, other students, teachers, CASSY and parents, among others. The critical issue when a bullying situation is presented to us is the emotional state of the victim. If CASSY has not already been involved in the referral process, then CASSY is notified and an interview with the reporting student is arranged to gauge his or her emotional state.

Investigation

Site administrator begins an investigation as soon as the information is received. Depending on the number of students involved, this may be a collaboration among all administrators. The data gathering typically includes:

- Interview with the reporting student.
- Collection of data or cyber-information (text messages, screen shots of Facebook pages, etc.).
- Interviews with the alleged bully or bullies.

Assessment

Typically once the preliminary information has been gathered, administrators will meet to review the situation and recommend further action steps. Depending on the facts unearthed the SCHOOL RESOURCE OFFICER and CASSY may be involved as well. Typically the victim's parents are informed by this point, either by CASSY or the AP. The key issues to be resolved at this point is whether the situation involves counseling, school-based discipline or intervention by law enforcement.

Action

Action may be taken individually by primary administrator (AP) with their students or it may be coordinated. Parents of all students involved are contacted about the situation and any consequences deemed appropriate. Minor incidents or those caught early will often result in counseling and a detailed discussion of school expectations for student behavior and the consequences should the behavior continue. Some of these situations will also result in a referral to CASSY for either group mediation by CASSY counselors or Peer Mediation. More serious incidents involve our SCHOOL RESOURCE OFFICER and may result in suspension or referral for police citation.

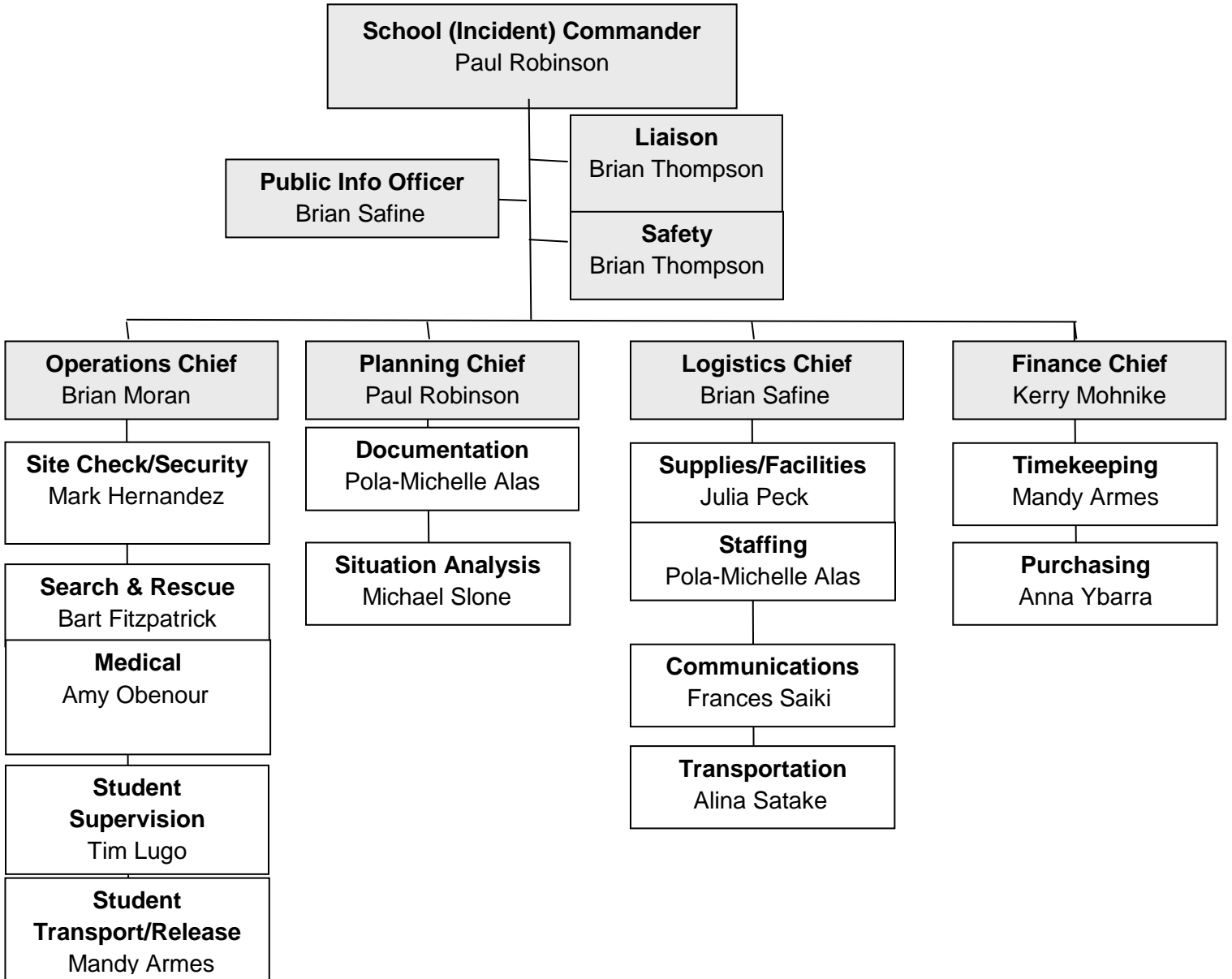
Primary Off-Site Evacuation/Assembly Location for SHS

Organization	Saratoga Presbyterian Church
Address	20455 Herriman Ave
Contact	Susan Griggs
Phone Number	408-867-0703
Date of Agreement - MOU	April 2013

Secondary Off-Site Evacuation/Assembly Location for SHS

Organization	Foothill Elementary
Address	13919 Lynde Avenue, Saratoga, CA 95070
Contact	Joe Bosco
Phone Number	408-867-4036
Date of Agreement	April 2013

Saratoga High School ICS Team



Staging Areas

Command Posts

Primary: Ticket Booth/Sport Court Area

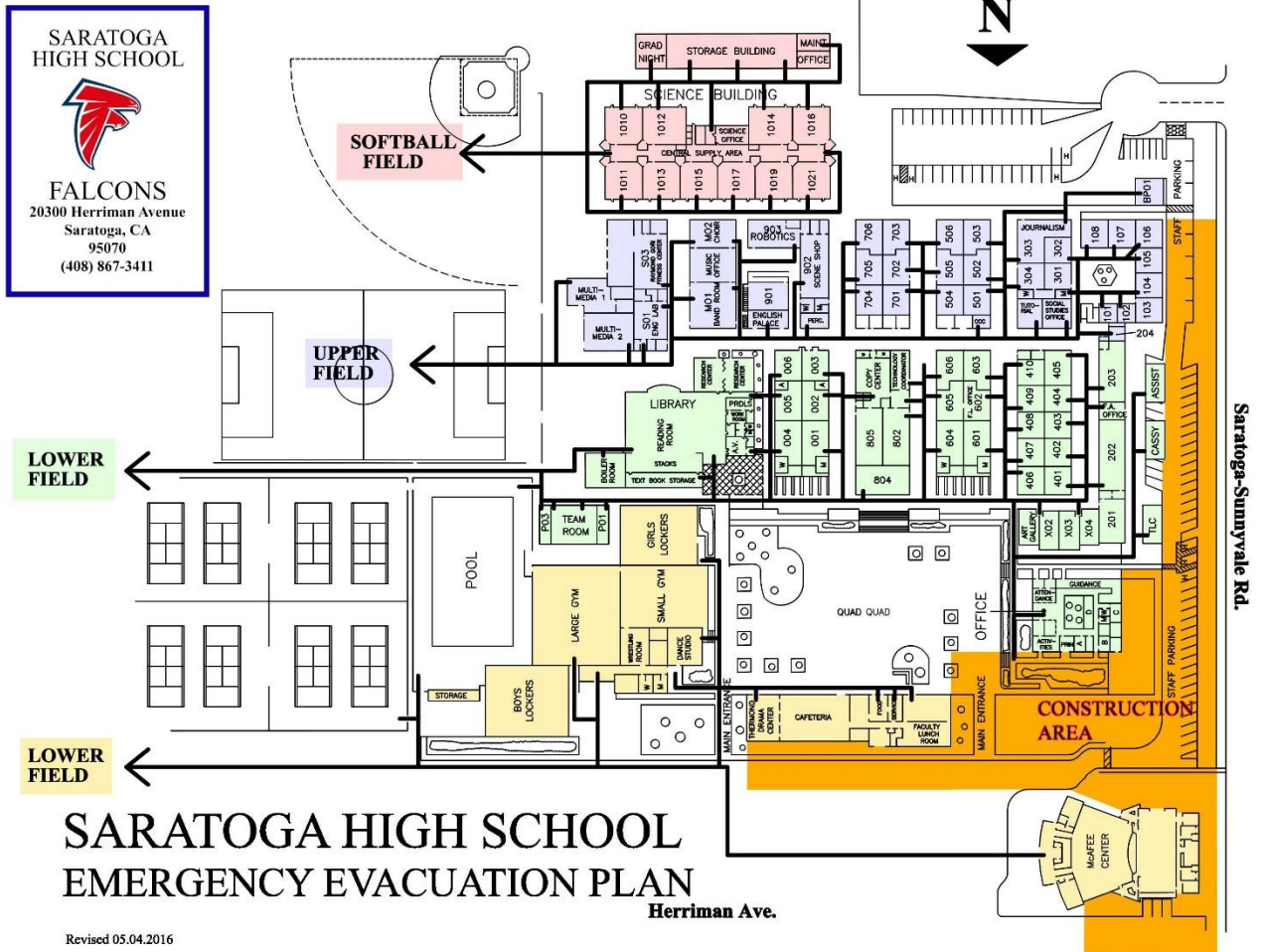
Secondary: Softball Field Visitors' Dugout

Mass Care Centers

Primary: Lower Field/Multi-Use Field

Secondary: Upper Field/Softball Field

SHS Evacuation Map



Revised 05.04.2016