Comprehensive School Safety Plan

2025-26
School Year

School:	Orchard School District
CDS Code:	43-696330000000
District:	Orchard School District
Address:	921 Fox Lane San Jose, CA 95131
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Approved by:

Name	Title	Signature	Date

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

https://www.orchardsd.org/
A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

We believe that it takes all educational partners, which includes our employees, students, parents, and community, to help create and facilitate a healthy and safe school environment.

Components of the Comprehensive School Safety Plan (EC 32281)

Orchard School District Safety Committee

Assessment of School Safety

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The Superintendent or designee shall oversee the development of a comprehensive school safety plan. (Education Code 32281)

The comprehensive safety plan shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive safety plan in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education if the school has not complied with the requirements of Education Code 32281. (Education Code 32288)

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Tactical Response Plan

Notwithstanding the process described above, any portion of the comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school, including steps to be taken to safeguard students and staff, secure the school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

With concern for the total well-being of each student, employees of the district shall report known or suspected incidences of child abuse in accordance with state law and district regulations. Our employees cooperate with the child protective agencies responsible for reporting, investigating, and prosecuting cases of child abuse.

A. Definition of Child Abuse
"Child Abuse," as defined by law, pursuant to Penal Code 273 and 11165, includes:
1. Physical abuse resulting in a non-accidental physical injury.

2. Physical neglect, including both severe and general neglect, resulting in negligent treatment or maltreatment of a child.

3. Sexual abuse, including both sexual assault and sexual exploitation.

4. Emotional abuse and emotional deprivation, including willful cruelty or unjustifiable punishment.

5. Severe corporal punishment.

B. Legal Duty to Report
1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164. 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.
2. Within the scope of his or her employment, any childcare custodian who has knowledge of, observes, or reasonably suspects a child is a victim of child abuse, shall report the known or suspected abuse to a child protective agency by telephone and written report. Additionally, any suspicion of mental suffering inflicted on a child where his or her well-being is endangered in any way will also be reported.

a. "Mandated Reporters" are those people defined by law as "childcare custodians," "medical practitioners," and "non-medical practitioners," and include virtually all school employees.
(Penal Code 11165.7 and 11165.8) The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated student personnel employees, employees of child care programs, preschool teachers, school psychologists, licensed nurses, counselors, paraeducators, instructional aides, or other classified employees trained in child abuse reporting. Employees do not need to have their employer's permission to make a child abuse report.

b. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff's department, county welfare or juvenile probation department, and child protective services (CPS).

c. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse. (Penal Code 11166)

3. Employees will report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within 36 hours. The reporting duties are individual and cannot be delegated to another individual.

4. When two or more persons who are required to report and both have knowledge of suspected child abuse, and when there is agreement among them, the telephone report may be made by any one of them who is selected by mutual agreement, and a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction. Any supervisor or administrator in violation (Section 11166) is guilty of an infraction punishable by a fine not to exceed five thousand dollars ($5000).

C. Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. Any mandated reporter who fails to report an incident of known reasonably suspected child abuse or neglect as required by this section is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by fine of one thousand dollars ($1000) or by both that fine and punishment. The mandated reporter may also be held civilly liable for damages of any injury to the child after a failure to report.

D. Reporting Procedures

1. The person who first observes or learns about the abuse is to complete the "Suspected Child Abuse Report" form (SS 8572) and call the Child Abuse Reporting phone number (ENTER NUMBER) (Emergency) or (ENTER NUMBER)

2. OR Immediately telephone the appropriate law enforcement agency (based upon where the abuse is suspected to have occurred). Jurisdiction, as to whether the county or the city responds, is determined by where the abuse took place.

a. City: Call the (ENTER CITY) Police Department's Youth and Family Services Bureau or contact the School Resource Officer. Complete and submit the "Suspected Child Abuse Report" form (SS 8572).

b. County: Call the (ENTER COUNTY) County Sheriff's Department. Complete and submit the "Suspected Child Abuse Report" form (SS 8572). Call (LOCAL LAW ENFORCEMENT) Dispatcher (ENTER NUMBER)

3. Employees are not required to identify themselves to their employer when they make a child abuse report. If an employee wishes to waive his/her confidentiality rights, he/she may make photocopies of the "Suspected Child Abuse Report" form (SS8572) and forward a copy to the principal

E. Victim Interviews

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours and on school premises concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. A staff member or volunteer aide selected by a child may decline to present at the interview. If the selected person accepts, the principal shall inform him/her, before the interview takes place, of the following legal requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of Article 2.5 (Penal Code 11165 et seq.), a violation of which is punishable as specified by Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

F. Release of Child to Peace Officer or to a Child Protective Services Worker

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the principal staff shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer to notify the parent/guardian of the situation

G. Staff Training
The Principal shall provide training in child abuse identification and reporting for all certificated personnel, instructional and teacher

aides, teacher assistants, para-educators, and other classified employees. (Penal Code 11165.7) All employees trained in child abuse identification and reporting shall receive, as part of that training, written notice of the child abuse reporting requirements and their confidentiality rights. (Penal Code 11165.7). The absence of training does not excuse a mandated reporter from the duties imposed by the penal code.

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

XX. SUSPECTED CHILD ABUSE
All employees who have regular contact with students in their job duties are designated as child care custodians (mandated reporters). By law they must complete these actions within 36 hours of receiving information about suspected abuse or neglect.
1. NOTIFY SUPERVISOR and appropriate site personnel.
2. CALL the Santa Clara County Department of Social Services, Child Protective Services (CPS) at (408) 299-2071. If immediate intervention is required, call the police (911) and then make a follow-up call to the CPS. Provide the following information.
• Name of person making report
• Name of the child
• Present location of the child
• Nature and extent of injury
• Any other information requested by the police or CPS
3. Complete a "Suspected Child Abuse Report," SS 8572.

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Protective Services
(408) 299-2071

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)
Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Superintendent or designee as soon as possible after the initial telephone report to the appropriate agency.

The Superintendent or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Superintendent or designee may assist in completing and filing the necessary forms.

Reporting the information to an employer, or the Superintendent, supervisor, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

SUSPECTED CHILD OR DEPENDENT ADULT ABUSE
Employees who are mandated reporters as defined by law are obligated to immediately report situations in which knowledge of or reasonable suspicion exists that a child has been a victim of abuse or neglect. Mandated reporters shall make an initial report by telephone, then prepare and mail or fax follow-up a written report within 36 hours per California Penal Code 11165.7

(Note: Refer to SCCOE Superintendent Policy 4141.4 and Administrative Regulation 4141.4 related to Child and Dependent Adult Abuse Prevention and Reporting for more information. California Penal Code 11165.7 provides information about mandated reporting under the law.)

Immediately or as soon as possible:
1. Call 9-1-1 for immediate emergency or
2. Call Santa Clara County Department of Family and Children's Services (DFCS) at:
• Gilroy/Morgan Hill (South County)
(408) 683-0601
• San Jose Area (Central County)
(408) 299-2071
• Palo Alto (North County)
(650) 493-1186
Content of call:

• Name of person making report
• Name of the child
• Present location of the child
• Nature and extent of injury
• Any other information requested by the police or DFCS

Within 36 hours:
Complete written report using Suspected Child Abuse Report SS 8572 (SCAR)
a. SCAR form available at school site office/cluster office, SCCOE Human Resources, or you may obtain a copy at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf or call DFCS directly at 408-299-2071
b. Mail or fax the SCAR report to: DFCS 373 West Julian St. 2nd Floor. San Jose, CA 95110
Fax: (408) 975-5851
c. Keep a copy of the complete report

SCCOE Internal Reporting
1. Employees reporting child abuse or neglect to DFCS or law enforcement are encouraged, but not required, to notify the principal or site supervisor as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal sPrincipalrm the Santa Clara County Superintendent of Schools or designee.
2. The following actions must be taken if an SCCOE employee has knowledge of or reasonably suspects that another SCCOE employee or other individual who works with or has contact with students on campus, has in the past, or is currently engaged in suspicious behavior:
• File a Suspected Child Abuse Report by telephone to law enforcement (any police or sheriff department)
• Submit a Suspected Child Abuse Report form (SS 8572) within 36 hours
• Immediately notify their supervisor of the alleged inappropriate conduct
• Complete and submit an SCCOE Student/Staff Incident Report

Note: If the allegation involved the site administrator, the employee is to contact the program director.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

Adaptations for Students with Disabilities

Orchard will utilize instructional aides, yard staff, and personnel to support students with disabilities.

Public Agency Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity
District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data that the district is required to

collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

*The Board has updated all Board Policies during the 2023-24 school year. In addition, the district has a standing policy committee focused on quarterly updates.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.

a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section

b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(E) Sexual Harassment Policies (EC 212.6 [b])

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants

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

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

Providing training to employees in accordance with law and administrative regulation

Publicizing and disseminating the district's sexual harassment policy to staff and others to whom the policy may apply

Ensuring prompt, thorough, and fair investigation of complaints

Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments
The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

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

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

When appropriate based, on the severity or pervasiveness of the incident, the Superintendent or designee may contact law enforcement.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Students must be dressed appropriately for school so that the student dress and appearance cannot be hazardous to the health and safety of anyone in the school, nor can it be disruptive to the learning process. The following are guidelines:
1. Clothing, jewelry, and personal items (backpacks, gym bags, water bottles, etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or of a sexual nature, which bear drug, alcohol or tobacco company advertising, gang affiliations, promotions and likeness, or which advocate racial, ethnic, religious prejudice.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

Staff shall be responsible for the proper supervision of students during school hours, during school-sponsored activities, and while students are using district transportation to and from school.

The Superintendent or designee shall ensure that students receive appropriate instruction on topics related to safety, as well as injury and disease prevention.

Crossing Guards/Safety Patrol

To assist students in safely crossing streets adjacent to or near the school, the Board may employ crossing guards and/or establish a safety patrol at the school. The Superintendent or designee shall periodically examine traffic patterns within the school district in order to identify locations where crossing assistance may be needed.

The Superintendent or designee shall establish school rules for the safe and appropriate use of school equipment and materials and for student conduct consistent with law, Board policy, and administrative regulation. Copies of the rules shall be distributed to parents/guardians and shall be readily available at the school at all times.

Release of Students

Students shall be released during the school day only to the custody of an adult if:

The adult is the student's custodial parent/guardian.

The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal or designee verifies the adult's identity.

The adult is an authorized law enforcement officer acting in accordance with law.

The adult is taking the student to emergency medical care at the request of the principal or designee.
Supervision of Students

Teachers shall be present at their respective rooms and shall open them to admit students not less than 15 minutes before the time when school starts. (5 CCR 5570)

Every teacher shall hold students accountable for their conduct on the way to and from school, on the playgrounds, and during recess. (Education Code 44807)

The Superintendent or designee shall require all individuals supervising students to remain alert in spotting dangerous conditions, promptly report any such conditions to the principal or designee, and file a written report on such conditions as appropriate.

In arranging for appropriate supervision on playgrounds, the principal or designee shall:

Where playground supervision is not otherwise provided, provide for certificated employees to supervise the conduct and safety, and direct the play, of students who are on school grounds before and after school and during recess and other intermissions (5 CCR 5552)

Clearly identify supervision zones on the playground and require all playground supervisors to remain outside at a location from which they can observe their entire zone of supervision

Consider the size of the playground area, the number of areas that are not immediately visible, and the age of the students to determine the ratio of playground supervisors to students
The Superintendent or designee shall ensure that teachers, teacher aides, playground supervisors, yard aides, and volunteers who supervise students receive training in safety practices and in supervisory techniques that will help them to forestall problems and resolve conflicts. Such training shall be documented and kept on file.

Student Safety Patrols

School safety patrols shall be used only at those locations where the nature of traffic will permit their safe operation. The locations where school safety patrols are used should be determined jointly with the local law enforcement agency. (5 CCR 572)

A school safety patrol shall be composed of students who are selected by the Superintendent and shall serve only with written consent from their parent/guardian. Patrol members shall be at least 10 years old and at least in the fifth grade. (Education Code 49302; 5 CCR 571)

Patrol members shall be under the supervision and control of the principal or designee and shall receive training in proper procedures, including, but not limited to, the operations specified in 5 CCR 573-574. Whenever on duty, patrol members shall wear the standard uniform required by 5 CCR 576.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

To enhance the overall safety, security, and well-being of the school community by integrating proactive behavioral supports with emergency response protocols, ensuring a campus environment where students are both emotionally supported and physically protected.

Component:

Healthy and Safe Classroom environment

Element:

Each classroom is designed for safety and security

Opportunity for Improvement:

Training entire staff, continue to look for vulnerabilities.

Objectives	Action Steps	Resources	Lead Person	Evaluation
More inclusive in our instruction	Utilize the training received to build classroom community and develop empathy within our Orchard students.	Responsive Classroom	Trained Teachers, Administration	Number of suspensions and expulsions
HVAC System Maintenance	Routine maintenance	Contract with HVAC	Foreman	All filters and systems are optimized
Emergency training (refresher)	Train in techniques to use when faced with immediate threats	SCCSIG: Knowledge Saves Lives part 1 and 2 completed	Superintendent	Attendance at trainings
De-escalation training	Train in techniques to mitigate conflict	SCCSIG: Knowledge Saves Lives	District Leadership	Attendance at trainings
First Aide and CPR Training	Train all staff in First Aide and CPR	SCCSIG	Jeff Bowman	Certificates Received from certificated and classified staff

Goal

To enhance the overall safety, security, and well-being of the school community by integrating proactive behavioral supports with emergency response protocols, ensuring a campus environment where students are both emotionally supported and physically protected.

Component:

School procedures and routines aligned with a safe school environment

Element:

Campus supervision

Opportunity for Improvement:

Organization and implementation of rules and procedures

Objectives	Action Steps	Resources	Lead Person	Evaluation
Procedures and utilization of space at brunch and lunch	Meet with all middle school students	School safety	Administration	Decrease in referrals as well as observations of student conduct
Yard staff monitoring students	Yard Handbook Implemented and training on best practice for monitoring students.	School safety	Administration	Decrease in referrals and observations.
Drop-off and Pick-up traffic flow and safety	Email parents and train staff and students	School safety	Administration	Flow of traffic and following of rules
Increase signage for parking lots along with marking of stalls.	Identify signs needed and make permanent	Facilities and Yard	Administration	Flow of traffic and following of rules
Opiod Overdose plan	School Staff trained on identification and use of Narcan	Narcan, training, staff training	Administration and School Nurse	Number of employees trained, Board Policies updated.
Increase visuals through repainting parklots.	TK/Kinder parking lot restriped	School Safety: repainting parking lot	Administration	Flow of traffic, especially with new painting completed.

Goal

To enhance the overall safety, security, and well-being of the school community by integrating proactive behavioral supports with emergency response protocols, ensuring a campus environment where students are both emotionally supported and physically protected.

Component:

Build educational partners commitment to school safety and security

Element:

Increase parent involvement

Opportunity for Improvement:

Grow the number of families in PTA

Objectives	Action Steps	Resources	Lead Person	Evaluation
Leverage plans and inform families of school procedures	Update Board and meet with SSC and PTA	CDE	Principal	Attendance of meetings

Fire department walkthroughs	Meet with local fire department	Fire	Principal	Feedback from fire department
Resource Officer to review site procedures	Police Department	Police	Administration	Feedback on plans

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Orchard School District Student Conduct Code

The Governing Board desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, and parent involvement can minimize the need for discipline.

The Superintendent or designee shall approve a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to, conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in the school in the immediately preceding school year and their effect on student learning.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

Conduct Code Procedures

Disciplinary Rules

In developing disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

Parents/guardians

Teachers

School administrators

School security personnel, if any

For junior high and high schools, students enrolled in the school
The school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

Discussion or conference between school staff and the student and his/her parents/guardians

Referral of the student to the school counselor or other school support service personnel for case management and counseling

Convening of a study, guidance, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians

When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

Enrollment in a program for teaching prosocial behavior or anger management

Participation in a restorative justice program

A positive behavior support approach with tiered interventions that occur during the school day on campus

After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

Recess restriction as provided in the section below entitled "Recess Restriction"

Detention after school hours as provided in the section below entitled "Detention After School"

Community service as provided in the section below entitled "Community Service"

In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

Reassignment to an alternative educational environment

Suspension and expulsion in accordance with law, Board policy, and administrative regulation
Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

The student shall remain under a certificated employee's supervision during the period of restriction.

Teachers shall inform the principal of any recess restrictions they impose.
Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during nonschool hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

(K) Hate Crime Reporting Procedures and Policies

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students,

prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

IX. ARMED ASSAILANT/ GUNFIRE

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

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

XII. LOCKDOWN

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

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

Lockdown
Security Alert Procedure

To report a problem initially, call 555.

Emergency Dial 911 (classroom)

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

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

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

IF OUTSIDE THE CLASSROOM (RUN)

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

IF INSIDE THE CLASSROOM OR BUILDING (HIDE):

1. SECURE ROOM

- Take in students/staff outside of your classroom who need to be inside.
- Close the door. If you can safely lock the door, do so.
- Barricade the door/setup a barricade if possible.
- Shut your blinds
- If sufficient daylight, turn off lights, otherwise keep them on.
- Set –up interior barricades where “least observable” through classroom windows.

All students should huddle next to the counters under the windows, if possible, or in another location out of the line of sight from the door(s), as applicable.

- Note escape routes.
- Locate fire extinguisher.
- Take roll.
- Insulate the floor for warmth

(newspapers work well), if you can.

- Get out any available hard candy, snacks, water, and quiet games.

2. STAY CALM
Adopt a survival mentality, keep away from the doorways and avoid being seen through the windows in your classroom and keep silent or whisper. Assume you will be here several hours. Helpful suggestions include:

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

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

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

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

5. STAGING AREA

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

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

Reminder: Do not talk to the press.

Run, Hide, Defend – Active Shooter, Armed Intruder, Gunfire

RUN = EVACUATE

- Decide if you can escape safely
- If it is safe, run as fast as you can away from the direction of the gunshots
- DO NOT stop running until you are far away from the area
- Leave your belongings behind
- Help others escape if possible
- Prevent individuals from entering the area, but not at the risk of your own safety

Other considerations

- Get away from the threat and identify a safe place
- When fleeing from danger, keep buildings, cars or other objects between you and the threat
- Do not attempt to move wounded people
- Call 911 when safe

HIDE = LOCKDOWN

- If escape is not feasible, hide and create a barricade
- Lock the door, turn off the lights, and close the blinds
- Take cover behind large items
- Silence your cell phones and turn off vibrate mode
- Remain quiet

- Move away from the doors and windows
- Reinforce the locked doors with chairs, desks, and other large items

Other Considerations
- Call 911 when it is safe to do so
- Once you have secured the door, do not open it for anyone. Police will enter the room when the situation is over
- Prepare yourself mentally and physically for the possibility of engaging the shooter
- Put yourself in a position to surprise the suspect(s) if they enter the room

DEFEND = FIGHT FOR YOUR LIFE
This is a LAST RESORT option!!!
- Commit to your actions!
- Act as aggressively as possible
- Improvise weapons from the items that are around you
- Attack in a group (Middle School and above)
- Yell and make loud noises to disorient the shooter
- If possible, grab the shooter's limbs and head, take them to the ground, and hold them there. Ensure shooter(s) are not within their reach

The Site/School Administrator or police officers will issue directions when possible. Otherwise, you will need to rely on your own resources.

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

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

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

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

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

(cf. 5145.2 - Freedom of Speech/Expression)

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

(cf. 0420 - School Plans/Site Councils) (cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan) (cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools) (cf. 6020 - Parent Involvement)
As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

(cf. 1020 - Youth Services) Bullying Prevention
To the extent possible, school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

(cf. 5137 - Positive School Climate)

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

(cf. 6163.4 - Student Use of Technology)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6142.94 - History-Social Science Instruction)

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

(cf. 4131 - Staff Development) (cf. 4231 - Staff Development) (cf. 4331 - Staff Development)
Based on an assessment of bullying incidents at the school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

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

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

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

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

(cf. 6164.2 - Guidance/Counseling Services) Reporting and Filing of Complaints

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

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

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

Investigation and Resolution of Complaints

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

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

Discipline

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

(cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (cf. 6159.4 - Behavioral Interventions for Special Education Students)
Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

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

Opioid Prevention and Life-Saving Response Procedures

Identification & Assessment

Before acting, quickly assess the pupil for the "Opioid Triad" of symptoms:

Respiratory Distress: Breathing is extremely slow, shallow, or has stopped entirely (may sound like snoring or gurgling).

Pinpoint Pupils: Pupils are abnormally small and do not respond to light.

Altered Consciousness: The pupil is limp, unresponsive to physical stimulation, or unable to speak.

Physical Indicators: Fingernails or lips are turning blue, purple, or gray.

Immediate Emergency Steps

If an overdose is suspected, follow these steps in order:

Check Responsiveness:

Shout the student's name and shake their shoulders.

Call 911 immediately: Designate a specific person to call 911.

Administer Naloxone (Narcan) from the District or School Office or Nurse

Perform Rescue Breathing/CPR if needed

Response Procedures for Dangerous, Violent, or Unlawful Activities

Immediate Reporting & Law Enforcement Coordination

Mandatory Report: Any staff member who observes or is alerted to a threat or perceived threat must report it immediately to local law enforcement.

Evidence Collection: All documentary evidence (social media posts, emails, text messages, or physical notes) must be preserved and provided to law enforcement at the time of the report.

Law Enforcement Consultation: School leadership maintains a direct line of communication with local agencies to review site maps and coordinate tactical responses for individuals with weapons.

Standardized Response Procedures

Step 1: Alert & Assess: Upon discovery of dangerous activity, administration initiates an alert (Lockdown or Secure Campus or Shelter in Place).

Step 2: Tactical Action: On Campus: Staff follow the "Run, Hide, Defend" protocol depending on the proximity of the threat.

Step 3: Multi-Disciplinary Threat Assessment: For non-imminent threats

Step 4: Continuous Monitoring: The school utilizes an anonymous reporting system (tip line) to allow students to report suspected criminal behavior or threats 24/7.

Documentation & Follow-Up

Incident Log: Every report of dangerous or unlawful activity is logged with the date, time, law enforcement case number, and actions taken.

Post-Incident Debrief: Within 24 hours of a major incident, the Safety Committee reviews the response to identify and correct any procedural gaps.

Instructional Continuity Plan

The goal of this plan is to ensure that all Orchard School District students have uninterrupted access to high-quality instruction during emergencies. This plan outlines the strategies for pivoting between in-person, hybrid, and remote learning models while prioritizing student safety and well-being.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 12/23/2025 and adopted by Orchard School District on 01/13/2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The ICP is integrated in the comprehensive plan and approved by the Board

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Orchard School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Initial Outreach: Within 5 calendar days of an emergency closure, the District will initiate two-way communication with all families.

Primary Channels:

Class Dojo, Talking Points and Mass Notification: SMS, email, and automated voice calls.

District Website: A dedicated "Emergency Updates" banner on the Orchard SD homepage.

Direct Outreach: Teachers and staff will conduct wellness check-ins to identify immediate academic or social-emotional needs.

Contingency for Power/Internet Loss:

Post physical notices at the District Office (921 Fox Ln).

Utilize local community hubs or social media platforms accessible via cellular data.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- ☒ Short messaging service (SMS)
- ☒ Phone Calls
- ☒ Email
- ☒ School Portal
- ☐ Social Media
- ☒ Flyers
- ☐ Sent through periods in middle school or classroom teachers in elementary school

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In-Person Traditional classroom instruction with enhanced safety protocols. Safe campus access; utilities functional.

Hybrid Combination of on-site and remote learning to reduce campus density. Partial campus access or staffing shortages.

Remote (IS) Instruction via Independent Study (synchronous/asynchronous). Campus inaccessible or mandatory evacuation.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Site based teams of ILT, COST, and Facilties will work together to identify supports.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Orchard School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

In-Person Traditional classroom instruction with enhanced safety protocols. Safe campus access; utilities functional.

Hybrid Combination of on-site and remote learning to reduce campus density. Partial campus access or staffing shortages.

Remote (IS) Instruction via Independent Study (synchronous/asynchronous).	Campus inaccessible or mandatory evacuation.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Orchard will work with the County Office of Education and emergency services as needed.

Remote Instruction

Plans for remote instruction.

As required, Orchard School District remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Classes will use Zoom or Google Meet for online instruction

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Middle School will use canvas and Google Suite for education, elementary will use Class Dojo and Google Suite for Education

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Middle School will use canvas and Google Suite for education, elementary will use Class Dojo and Google Suite for Education. Hot spots and access to technology will be offered and/or provided.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Orchard School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

At Orchard School, we use several communication tools to stay connected to our families students, staff and faculty. To ensure consistent and transparent information sharing, the following tools are utilized:

1. Website & Email: Serves as the official centralized location where families, staff and community members can find information regarding our school.

2. ClassDojo & Canvas: Middle School students and faculty utilize Canvas for instructional delivery and schoolwork management, while Elementary teachers utilize ClassDojo to provide parents with visual, real-time updates on student progress and school events.

3. Talking Points & Phone Calls: Critical for EL families, Talking Points provides instant translation in 150+ languages, while Phone Calls offer the "human touch" for urgent safety alerts or direct outreach to at-risk households.

4. FlyersLetters: Provides a tangible fail-safe for families without reliable internet or smartphone access.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

1. Independent Study Program: Families may inquire about Independent Study via the school office. In compliance with state regulations, these written agreements are updated annually, ensuring that families have access to independent study as an option.

2. Instructional materials are centralized to ensure 24/7 access from any location:
Middle School: Utilizes Canvas as the primary Learning Management System (LMS). All syllabi, daily assignments, and academic resources are hosted there, allowing for an immediate shift to asynchronous or synchronous remote learning environment.
Elementary School: Utilizes ClassDojo to provide students and parents with streamlined access to modified independent study packets and instructional videos. In addition, both elementary and middle school students would have access to Zoom or Google Meet if we hd to pivot to remote learning.

3. Orchard School operates on a 1:1 student-to-device ratio. Every student is assigned a dedicated learning device (Chromebook or

iPad) at the beginning of the school year.

4. If we had to move to remote learning, students would have access to hotspots and all online tools mentioned above.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Orchard School is committed to a "Quality over Quantity" instructional model, ensuring that every student masters the core competencies required for grade-level success. Our framework for academic continuity and support is organized as follows:

1. In alignment with California State Standards, our staff identifies "Power Standards" the essential learning objectives that provide the highest leverage for future academic success.

Curriculum Mapping: Essential standards are mapped at the beginning of each school year ensuring that if a pivot to remote learning occurs, the most critical "Must-Know" content is front-loaded and accessible.

2. At Orchard School every lesson begins with a clear, student-friendly learning target.

Consistency: Teachers utilize district-adopted, standards-aligned materials to ensure consistency in instruction.

4. We utilize a multi-tiered system approach to ensure that we are meeting students where they are at:

Formative Assessment: Teachers use real-time digital tools and check-for-understanding strategies to adjust instruction mid-lesson.

Summative Data: Regular benchmarks are analyzed by grade-level teams to identify students needing intervention.

5. Recognizing the unique needs of our at-risk students and EL populations, Orchard School provides additional support systems: High-Impact Tutoring: Targeted small-group tutoring is provided both during the school day and after school, focusing on the prioritized essential standards.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Special Education: Ensure IEP services are provided virtually or at alternative sites; hold virtual IEP meetings to adjust goals if necessary.

English Learners: Provide translated materials and bilingual support sessions via designated EL staff and curriculum.

Foster/Homeless Youth: Prioritize these students for hotspot distribution and meal service coordination.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Special Education: Ensure IEP services are provided virtually or at alternative sites; hold virtual IEP meetings to adjust goals if necessary.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English Learners: Provide translated materials and bilingual support sessions via designated EL staff.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The following are the trainings that have been offered to staff and can be utilized if we must pivot to remote instruction:

First Aid Training
Deescalation training- (Knowledge Saves Lives) -(ALL)
Magic School AI (ALL)
UCSF Multitudes (K-2)
Doug Fisher-Learning Acceleration (ALL)
LEXIA (ALL ELA teachers)
Amplify/DESMOS (MS Math)
Renaissance (2-8)
Heggerty (K-5)
Newsela (MS)
ELPAC Moodle - Initial and Summative
Flashlight 360-Complete (ELD)
Emergency Procedures/Descalation- (ALL)

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Universal Screening: Conduct rapid digital check-ins to assess student mental health.

Counseling: Provide virtual "office hours" for school counselors and social workers.

Resources: Post a "Community Care" directory on the website with links to local Santa Clara County mental health services.

Plans to provide access back-up, water and medicines in the event of an emergency.

We will use our inventory in the school kitchen and community room.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Local health or emergency officials lift all evacuation/closure orders.

Facilities are cleared of debris and hazards.

Air quality index (AQI) returns to safe levels for outdoor/indoor activity.

Power, water, and internet utilities are fully restored.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Orchard School District’s Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Orchard School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annual Basis

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

Board will review in January. Safety Committee will meet at a minimum of quarterly throughout the year.

Emergency Contact Numbers

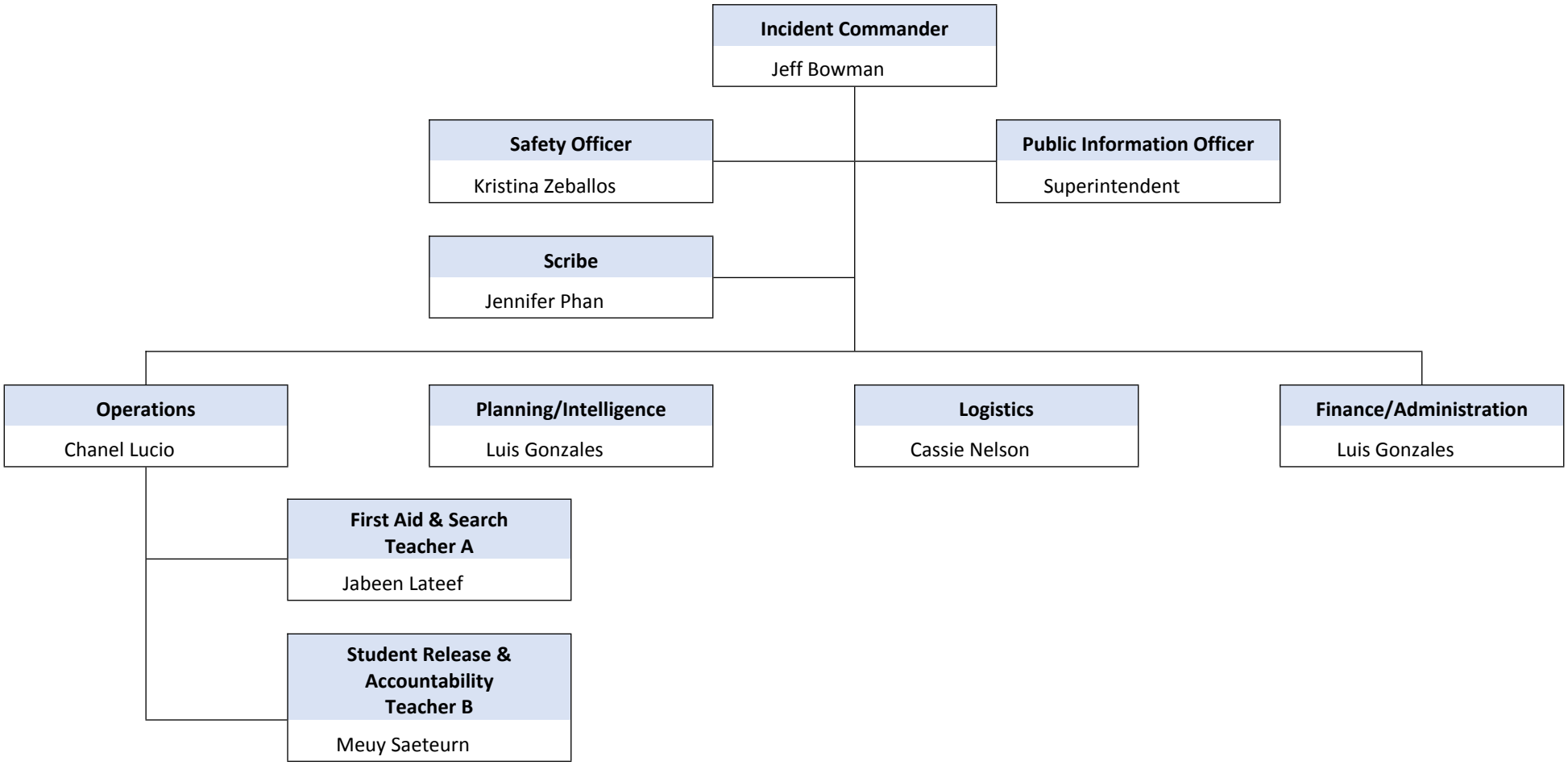
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	Orchard School District	408-944-0397	
Emergency Services	San Jose Police Department (Emergency)	911	
Law Enforcement/Fire/Paramedic	San Jose Police Department (Non-Emergency)	408-354-8600 or 311	
Emergency Services	911 from cell phone call:	408-277-8911	
Public Utilities	San Jose Water Company	408-279-7900	
Local Hospitals	Regional Medical Center	408-259-5000	
Emergency Services	United Way Silicon Valley	211	
Other	We Tip	844-408-0726	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
The comprehensive safety plan shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)	January 2026	
Safety Committee Meeting: Certificated, Classified, Management	August, September, October 2025	
Draft Presented: Staff, Board, SSC	January 2026	
The Board shall review the comprehensive safety plan in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan at a regularly scheduled meeting.	January 2026	

Orchard School District Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below.

IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for types of emergencies are listed below.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three- tiered rating system is described below.

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury on the play yard. Guidelines to manage Level 1 (Crisis) are describe in the Crisis Response Checklist.
Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".
Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed

Step Three: Determine the Immediate Response Action

DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) Shelter-In-Place, (c) Lock Down,(d) Evacuate Building, (e) Off- Site Evacuation, or (f) All Clear.

DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR GIVEN FURTHER INSTRUCTIONS."

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3.If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

SHELTER-IN-PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

2. If inside, teachers will keep students in the classroom until further instructions are given.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

LOCK DOWN

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems and allows for the free movement of students within the building.

Description of Action

1.The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

2. If inside, teachers will instruct students to lie on the floor lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (i.e., auditorium, library, cafeteria, gymnasium).

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

EVACUATE BUILDING

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The Principal will initiate a fire alarm.

3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

4.Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5.Once assembled, teachers and students will stay in place until further instructions are given.

OFF-SITE EVACUATION

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication (i.e., sending messengers to deliver instructions). The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF- SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.

3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a predesignated safe location.

4. Once assembled off-site, teachers and students will stay in place until further instructions are given.

5.In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication (i.e., sending messengers to deliver instructions).

“YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as "School Administrator".

Step Four: Communicate the Appropriate Response Action

Communicate appropriate response action and implement Incident Command system.

Types of Emergencies & Specific Procedures

Aircraft Crash

VI. FALLEN AIRCRAFT.
Drop- cover- hold
1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING when it is safe. Do not run.
5. ASSEMBLE without delay in your evacuation assembly area.
   - Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher).
   - Report for duty if you are a member of an emergency team.
6. WAIT FOR INSTRUCTIONS from the Site/School Administrator.
7. DO NOT return to the building until it has been declared safe.
8. DO NOT light matches, candles or other fires.

Animal Disturbance

1. The School Administrator will initiate appropriate Immediate Response Actions, may include LOCK DOWN or EVACUATE BUILDING.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "9.911", Local Police or Santa Clara County Sheriff's Department, Department of Animal Regulation (408.465.2920) and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the parent, and SCCOE Risk Manager will be notified.
5. The School Administrator will initiate of OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

PROCEDURES FOR NOTIFYING TEACHERS ABOUT DANGEROUS STUDENTS Pursuant to Education Code 48267, the Santa Clara County Probation Department notifies the Students Services Branch of the Santa Clara County Office of Education regarding students who have engaged in certain criminal conduct. This information is forwarded to the principal's office. The principal/designee is responsible for prompt notification of the student's teachers. This information is also often forwarded to all administrators who share with staff members.

Armed Assault on Campus

IX. ARMED ASSAILANT/ GUNFIRE

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

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

-Avoid eye contact with assailant
7. See LOCKDOWN procedures.

XII. LOCKDOWN

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

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

Lockdown
Security Alert Procedure

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

Emergency Dial 911 (classroom)

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

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

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

IF OUTSIDE THE CLASSROOM (RUN)

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

IF INSIDE THE CLASSROOM OR BUILDING (HIDE):

1. SECURE ROOM

- Take in students/staff outside of your classroom who need to be inside.
- Close the door. If you can safely lock the door, do so.
- Barricade the door/setup a barricade if possible.
- Cover the windows 6-7 feet high, if possible. Shut your blinds
- If sufficient daylight, turn off lights, otherwise keep them on.
- Set –up interior barricades where “least observable” through classroom windows.

All students should huddle next to the counters under the windows as best as possible or in another location that is out of the line of sight from the door(s) as applicable.

- Note escape routes.
- Locate fire extinguisher.

- Take roll.

- Insulate the floor for warmth

(newspapers work well), if you can.

- Get out any available hard candy, snacks, water, and quiet games.

2. STAY CALM

Adopt a survival mentality, keep away from the doorways and avoid being seen through the windows in your classroom and keep silent or whisper. Assume you will be here several hours. Helpful suggestions include:

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

3. STAY PUT

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

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

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

5. STAGING AREA

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

Green Card; Indicates all is OK

Red Card: List missing students or student(s) hurt.

Reminder: Do not talk to the press.

Run, Hide, Defend – Active Shooter, Armed Intruder, Gunfire

RUN = EVACUATE

- Decide if you can escape Safely
- If it is safe, run as fast as you can away from the direction of the gunshots
- DO NOT stop running until you are far away from the area
- Leave your belongings behind
- Help others escape if possible
- Prevent individuals from entering the area, but not at the risk of your own safety

Other considerations

- Get away from the threat and identify a safe place
- When fleeing from danger, keep buildings, cars or other objects between you and the threat
- Do not attempt to move wounded people
- Call 911 when safe

HIDE = LOCKDOWN

- If escape is not feasible, hide and create a barricade

- Lock the door, turn off the lights and close the blinds
- Take cover behind large items
- Silence your cell phones and turn off vibrate mode
- Remain quiet
- Move away from the doors and windows
- Reinforce the locked doors with chairs, desks, and other large items

Other Considerations
- Call 911 when it is safe to do so
- Once you have secured the door, do not open it for anyone. Police will enter the room when the situation is over
- Prepare yourself mentally and physically for the possibility of engaging the shooter
- Put yourself in a position to surprise the suspect(s) if they enter the room

DEFEND = FIGHT FOR YOUR LIFE
This is a LAST RESORT option!!!
- Commit to your actions!
- Act as aggressively as possible
- Improvise weapons from the items that are around you
- Attack in a group (Middle School and above)
- Yell and make loud noises to disorient the shooter
- If possible, grab the shooter's limbs and head, take them to the ground and hold them there. Ensure shooter(s) are not within their reach

The Site/School Administrator or police officers will issue directions, when possible. Otherwise, you will need to rely on your own resources.

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

RESTRICTIVE MOVEMENT
An announcement will be made:
"This is a restrictive Movement Lockdown"
1. Immediately glance out the door for any students in the hallway – have them come in.
2. Close and lock the door. Cover door window and close the window blinds.
3. Take roll to include any additional students or visitors.
4. Turn on the 2-way radio and wait for instructions. DO NOT CALL THE OFFICE unless you have an emergency (i.e., medical emergency, location of intruder, etc.)
5. A classroom roll call will be done via the 2 way radio. Be prepared with your information to include any additional students, staff, visitors, or anyone who is missing or on a pull-out.
6. Outdoor P.E. classes must return to a classroom, gym, or locker room, and lockdown.
7. Classroom instructions may continue though no one can enter or leave classroom once locked down.
8. Wait for updates from Incident Command via radio.

Biological or Chemical Release

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

instructions.

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

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

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

SIGNS OF CHEMICAL ATTACK
1. Watery eyes
2. Twitching
3. Problems Breathing
4. Choking
5. Losing coordination
6. Many sick or dead birds or sick small animals are cause for suspicion.

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

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

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

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

III. CHEMICAL ACCIDENT
Chemical spills may result from tank truck or railroad for accidents. In rare cases they
may originate from inside the building. If you discover a chemical spill, call 911 and inform the Site/Schoool Adminstrator.

Accident Outside
1. WAIT FOR INSTRUCTIONS from the Site/Schoool Adminstrator.
2. DO NOT LEAVE THE BUILDING unless instructed to do so. If you are instructed to evacuate, take care to avoid fumes.

Accident Inside
1. EVACUATE THE BUILDING. Avoid the area where the chemical spill occurred.
2. Don't light matches, candles, or other fires.
3. ASSEMBLE without delay in your designated area.
- Report all absences to the designated emergency roll person (i.e., secretary, dept. supervisor, teacher)
- Report for Duty if you are member of an Emergency team.
4. WAIT FOR INSTRUCTIONS from the Site/Schoool Adminstrator.
5. DO NOT return to the building before it had been declared safe.

Bomb Threat/ Threat Of violence

XIV. BOMB THREAT

Most bomb threats are received by phone. Take all bomb threats seriously and respond immediately.

If you receive a PHONE THREAT
1. LISTEN
2. DO NOT HANG UP, even after the caller hangs up. Leave the phone off the hook until the threat is removed.
3. COMPLETE THE BOMB THREAT CHECKLIST as much as possible. Try to write down everything the caller says.
4. If possible, SILENTLY ATTRACT SOMEONE'S ATTENTION to CALL 911 and REPORT the threat to the Site/School Administrator. If not possible, call 911 and report the threat immediately after the call, using a different phone if possible.

If you receive a MAIL THREAT
1. DO NOT TOUCH. MINIMIZE THE HANDLING of any suspected packages or mail
2. REPORT ANY THREATS OR SUSPICIOUS PACKAGES to your Site/School Administrator

If you receive an EMAIL THREAT
1. DO NOT DELETE THE MESSAGE
2. REPORT THREAT to you Site/School Administrator

Decisions to search and/or evacuate will be made by the Site/School Administrator, Superintendent's Office, Police, or Fire Departments.

ACTIVE THREAT – Run, Hide, Defend
RUN = EVACUATE
- Decide if you can escape safely
- If it is safe, run as fast as you can away from the direction of the gunshots
- DO NOT stop running until you are far away from the area
- Leave your belongings behind
- Help others escape if possible
- Prevent individuals from entering the area, but not at the risk of your own safety

Other considerations
- Get away from the threat and identify a safe place
- When fleeing from the danger, keep buildings, cars or other objects between you and the threat
- Do not attempt to move wounded people
- Call 911 when safe

HIDE = LOCKDOWN
- If escape is not feasible, hide and create a barricade.
- Lock the door, turn off the lights and close the blinds
- Take cover behind large items

- Silence your cell phones and turn off vibrate mode
- Remain quiet
- Move away from doors and windows
- Reinforce the locked doors with chairs, desks, and other large items

Other considerations

- Call 911 when it is safe to do so
- Once you have secured the door, do not open if for anyone. Police will enter the room when the situation is over.
- Prepare yourself mentally and physically for the possibility of engaging the shooter
- Put yourself in a position to surprise the suspect(s) if they enter the room

DEFEND = FIGHT FOR YOUR LIFE
This is a LAST RESORT option!!!

- Commit to your actions!
- Act as aggressively as possible
- Improvise weapons from the items that are around you
- Attack in a group (Middle School and above)
- Yell and make loud noises to disorient the shooter
- If possible, grab the shooter's limbs and head, take them to the ground and hold them there. Ensure shooter(s) are not within their reach

The Site/School Administrator or police officers will issue directions, when possible. Otherwise, you will need to rely on your own resources.

REMAIN CALM
CALL 911
NOTIFY CO-WORKER IF INDOORS
RETREAT (Put as many locked doors between you and the shooter as possible)
IF CONFRONTED

- Lie on floor
- Avoid eye contact with assailant

IF ON CAMPUS, HIDE/LOCK DOWN
Keep students/personnel inside building and secure buildings

Bus Disaster

Cardiac Arrest

Check Responsiveness: Tap the victim and shout. Check for breathing or gasping.

Call 911: Designate a specific person to call emergency services.

Alert 555: Use a radio or phone to trigger the school's "Medical Emergency" protocol.

Provide CPR

Start Compressions

Rapid Defibrillation (AED)

Retrieve the AED: Send a designated runner to the nearest Automated External Defibrillator (AED) location (Nurse Office or Event

Center)

Apply Pads: Turn on the AED and follow the voice prompts immediately.

Clear the Victim: Ensure no one is touching the person while the AED analyzes the rhythm or delivers a shock.

Disorderly Conduct

The Santa Clara County Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on public transportation.

The Santa Clara County Superintendent of Schools or designee shall ensure that each school site develops standards of conduct and discipline consistent with Santa Clara County Office of Education policies and administrative regulations. Students and parents/guardians shall be notified of SCCOE and school rules related to conduct through the Annual Notification to Parents and Families.

Prohibited student conduct includes, but is not limited to:
1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption, in accordance with the section entitled "Bullying/Cyberbullying" below Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital 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.
4. Damage to or theft of property belonging to students, staff, or the SCCOE
5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school related purpose.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty on school work or tests
8. Inappropriate attire.
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules.
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate SCCOE or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of the privilege of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The County Superintendent or designee shall notify local law enforcement as appropriate.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or SCCOE property, or substantially disrupts school activities

Earthquake

IV. EARTHQUAKE

DUCK/DROP TO THE FLOOR, TAKE COVER UNDER A STURDY DESK. HOLD ON TO IT UNTIL GROUND STOPS SHAKING. DO NOT RUN OUTSIDE.

INSIDE BUILDING

1. Take roll/check for injuries.
2. Turn on 2 way radio
3. Wait for instructions from the principal or emergency team. (Evacuation is not automatic)
4. IF you evacuate follow this procedure:
a. Collect the classroom backpack hanging by the exit door (which includes: class roster, photo roster, red card, emergency plan binder, emergency vest, first aid kit, etc.).
b. Follow EVAC ROUTE MAP located next to exit
c. Check room for stragglers and close door.
d. Proceed to designated EVAC assembly area.
NO RUNNING OR TALKING
e. Take roll by using the class roster. If you have a problem or are missing a student
HOLD UP THE RED CARD

OUTSIDE BUILDING

1. STAY OUTSIDE. Do not return to the classroom. Move to grass sports field.
2. Duck and cover away from buildings, trees, poles, & black top.
3. Hold your position until ground stops shaking.
4. Proceed to designated EVAC assembly area. No running or talking.

IN A VEHICLE/School Bus

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

E. Walking to/from School:

1. The safest place is in the open. Stay there.
2. Move away from buildings, trees and exposed power lines.
3. DO NOT RUN!!
4. After the earthquake, if on way to school, continue to school.
5. After the earthquake, if on the way home, continue home.

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

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

STEPS FOR SHELTER-IN-PLACE:
1. STAY CALM
2. Do not allow visitors to leave. Keep them with you to provide for their safety.
3. You can provide a minimal amount of protection to your breathing by covering your mouth and nose with a damp cloth.
4. CLOSE AND LOCK all windows, blinds, and outside doors.
5. Gather your disaster supplies and battery- powered radio.
6. Go to an interior room ideally without windows. If there is a chemical threat, a room above ground is preferable.
7. WAIT for instruction from your Site/School Administrator

Earthquake Preparedness

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

The Superintendent or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

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

A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

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

A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on the school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

In laboratories, burners should be extinguished, if possible, before taking cover.

As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

Staff shall have students perform the drop procedure.

Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

Subsequent Emergency Procedures

After an earthquake episode has subsided, the following actions shall be taken:

Staff shall extinguish small fires if safe.

Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.

Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.

All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.

The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Explosion or Risk Of Explosion

V. EXPLOSION

Drop - Cover - Hold

1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture, or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING when it is safe. Do not run. Sound the Evacuation Alarm.
5. ASSEMBLE without delay in your evacuation assembly area.

-Report all absences to the designated emergency roll person (i.e.,secretary, dept. supervisor, teacher).

- Report for duty if you are a member of an emergency team.

6. WAIT FOR INSTRUCTIONS from the Site/School Administrator.
7. DO NOT return to the building before it has been declared safe.
8. Don't light matches, candles, or other fires.

Threat of Explosion.

1. Don't light matches, candles, or other fires.
2. EVACUATE THE BUILDING.
3. ASSEMBLE without delay in your evacuation assembly area.

- Report all absences to the designated emergency roll person (i.e.,secretary, dept. supervisor, teacher).
- Report for duty if you are a member of an emergency team.

4. WAIT FOR INSTRUCTIONS from the Site/School Administrator.
5. DO NOT return to the building before it has been declared safe.

Extreme Weather

Fire in Surrounding Area

FIRE
ALARM WILL SOUND
1. Line up class by exit door.
2. Collect & turn on 2 way radio.

3. Take the classroom backpack by the door (which includes: class roster, photo roster, red card, emergency plan binder, emergency vest, first aid kit, etc.).
4. Begin evacuation – Follow EVAC ROUTE MAP located next to exit.
5. Check room for stragglers and close door.
6. Proceed to EVAC assembly area – grass sports field. Line up by your room number on the fence.
No running or talking.
7. Take roll by using the class roster. If you have a problem or are missing a student, HOLD UP THE RED CARD.

Fire on School Grounds

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

Fire Near Building

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

FIRE
ALARM WILL SOUND
1. Line up class by exit door.
2. Collect & turn on 2 way radio.
3. Take the classroom backpack by the door (which includes: class roster, photo roster, red card, emergency plan binder, emergency vest, first aid kit, etc.).
4. Begin evacuation – Follow EVAC ROUTE MAP located next to exit.
5. Check room for stragglers and close door.
6. Proceed to EVAC assembly area – grass sports field. Line up by your room number on the fence.
No running or talking.
7. Take roll by using the class roster. If you have a problem or are missing a student, HOLD UP THE RED CARD.

Flooding

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

WAIT FOR INSTRUCTIONS from the Site/School Administrator
Possible emergency responses include:

- EVACUATE students/ staff to higher ground.
- RELEASE students/ staff to go home if appropriate.
- TAKE MEASURES to minimize hazards to students/ employees.
- TAKE MEASURES to protect the building and material resources from damage.

Loss or Failure Of Utilities

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

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

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

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

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

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

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

Local Radio Station Board Members
TV (KNTV)

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

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

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

UTILITIES FAILURE
Safety Procedures

- If you smell gas or burning odors, evacuate the area immediately and take roll call. Do no light matches, candles, or other fires.
- If students are in danger by rising water caused by faulty plumbing, water main break, or severe weather, immediately move the students to a dry area or higher ground and take roll.
- Remain calm and follow directions by Principal per Superintendent
- The Maintenance Department will notify District and site administrators regarding the scope and expected length of the utility failure.
- THE SUPERINTENDENT is the only one who will determine whether the school will close or authorize an early release.
- If evacuation is necessary, DO NOT re-enter area/building unless you are told it is safe.
- If personal safety allows, custodians may shut off electrical equipment, gas, and/or water as needed and so directed by Site/School Administrator.

For utility failures caused by gas leaks, ventilation, elevator failure, plumbing/flooding, and electrical failure immediately NOTIFY the

site/school Administrator & the MANAGEMENT DEPARTMENT, at (408) 944-0397 to provide any known details.

IF YOU OR ANOTHER PERSON ARE STUCK IN AN ELEVATOR

- If YOU are stuck in the elevator, call for help by using the elevator intercom, telephone, alarm or personal cell phone. Describe the problem. Remain calm until help arrives.
- The emergency button in the elevator (may be marked by help, emergency, fireman's helmet, or other such word or picture), when pressed, will connect you to the elevator company.
- School/site staff should clear the area and not allow people to congregate around the elevator.
- The Site/School Administrator or designee should stay by the elevator and talk to the person trapped to assess whether or not the person is injured, panicked or in need of medical care. If they are in need of medical assistance call 911. Remain by the elevator until help arrives.

Motor Vehicle Crash

Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTERIN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" (dial 9, 911) and local police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Office of the Superintendent of the situation. A member of this group will call the Office of Communications with information on this situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a utility interruption, refer to Loss or Failure of Utilities.
7. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Pandemic

The following is a list of important step-by-step actions schools should take before a pandemic disease outbreak. Outbreaks can have several cycles or waves so this list may need to be repeated.

PRIOR TO OUTBREAK/PREPAREDNESS & PLANNING PHASE

- Schools are encouraged to review and update their comprehensive school safety plan. Pursuant to California Education Code (EC) sections 32282 and 32286, every school in California should have a comprehensive school safety plan that is reviewed and updated annually. The comprehensive school safety plan should provide guidance for school administration, staff, and students for any emergency that impacts the school, including a public health crisis such as a pandemic.
- Work with local health officials and emergency preparedness officials. They may need to use schools to disseminate information to families.
- Decide the roles and responsibilities of school staff (including all ancillary staff) to prevent the spread of disease.

- Train nurses and staff in symptom recognition. Remember that a person who is infected may not show symptoms right away, and that children who are getting ill may show different behavior than usual, such as eating less or being irritable.
- Educate and improve the hygiene of students and staff. Use simple non-medical ways to reduce the spread of illness, i.e. by "cough and sneeze etiquette," clean hands, and clean work areas. Posters are available at cchealth.org/coronavirus in the "resources" section.
- For COVID-19, clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Decide to what extent you will encourage or require children and staff to stay home when they are mildly ill. Share the symptom checklist available in the resources section of cchealth.org/coronavirus with parents and staff.
- Identify students who are most vulnerable to serious illness (immune compromised, chronic illness, etc.) and may have a greater risk of infections. Encourage those families to talk to their health care provider. Some parents may need to be more cautious in keeping their children out of school.

Psychological Trauma

Crisis management requires actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines.

Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff. Concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Assistant Superintendent of Student Services and Support.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911" (dial 9, 911), Santa Clara County Department of Environmental Health Services (408.918.3400).
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.

5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. Facilities will notify the Assistant Superintendent of Student Services and Support , who will request an onsite review to determine necessary follow- up actions including the need to notify other potentially affected District facilities.
7. The School Administrator and the Assistant Superintendent of Student Services and Support will confer with the Santa Clara County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

Tactical Response Plan

Not withstanding the process described above, any portion of the comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school, including steps to be taken to safeguard students and staff, secure the school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

THREAT OF VIOLENCE

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call.

Procedure
1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment. The SCCOE shall enlist the support of the local police agency affiliated with the school or building.
3. The School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Santa Clara County Sheriff's Dept.
Category 1: High violence potential; qualifies for arrest or hospitalization.
Category 2: High violence potential; does not qualify for arrest or hospitalization.
Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure
1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify the Local Police and/or Santa Clara County Sheriff's Dept. (408.293.2311) and the Assistant Superintendent of Student Services and Support.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the Santa Clara County Office of Education Communications Department (408.453.6514)
9. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

Emergency Evacuation Map