

COMPREHENSIVE SCHOOL SAFETY PLAN 2026-2027

**Saratoga High School
20300 Herriman Avenue
Saratoga, CA 95070**



In Collaboration with:

**KNOWLEDGE
SAVES LIVES, INC.**
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PREFACE

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training. It also functions as a template for meeting the requirements for the annual Safety Plan Process under CA AB 1747 and the National Incident Management System. The plan can be electronic or hard-copy.

California law requires each school's Comprehensive Safe School Plan to be evaluated annually and amended, as needed, to ensure it is being properly implemented (Education Code 32286). The superintendent should ensure that all staff have been trained and are familiar with the plan's contents.

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

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

NOTICE OF PUBLIC MEETING

As directed by CA Education Code 32288(b)(1), this safety plan, including the safety plan goals identified in Section 2, shall be presented to designated invitees at a public meeting at the school site to allow for public opinions before adopting the plan.

Prior to adoption, this safety plan was made available to designated invitees for review on the dates listed below:

SCHOOL	DATE OF MEETING
Saratoga High School	

1. CA AB 1747: COMPREHENSIVE SCHOOL SAFETY PLAN

INTRODUCTION

Beginning in September 2018, CA AB 1747 mandates that individual schools in districts with over 2,500 students must adopt a comprehensive school safety plan by March 1 and must review and update the plan by March 1 of every year thereafter. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district. (Amended Ed. Codes 35294.1 & 35294.6)

The school district or COE must annually notify the CDE by October 15 of any school(s) that have not complied with requirements. (Amended Ed. Code 35294.6)

The following guidelines may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of CA AB 1747, School Safety Plans.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council, or equivalent of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals will be set for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan, which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of CA AB 1747:
 - a. Child Abuse reporting procedures
 - b. Policies pursuant to Ed. Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations
 - c. Procedures to notify teachers and counselors of dangerous students
 - d. Sexual Harassment Policy
 - e. Safe ingress and egress to and from school
 - f. Rules and procedures on school discipline to create a safe and orderly environment conducive to learning
 - g. Dress code
 - h. Routine and emergency disaster procedures, including natural disasters, human-created disasters, or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff. A redacted plan will be made available to students, parents, and the community to review in the school site administration or reception office and may be posted on the school website.

The Los Gatos-Saratoga Unified High School District should ensure that this comprehensive school safety plan and all school safety materials and emergency communications for parents and guardians are made available in languages other than English for limited-English-proficient families.

NOTICE OF NON-COMPLIANCE

Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with requirements. (Ed. Code 32288.)

If the State Superintendent of Public Instruction (SSPI) determines there has been a willful failure to make a required report, the SSPI shall notify the school district or COE in which the willful failure has occurred and make an assessment of not more than \$2,000 against that school district or COE. (Ed. Code 32287.)

Notify the SSPI in writing and submit by email to SHSO@cde.ca.gov or by regular mail to:

California Department of Education School Health and Safety Office
1430 N Street, Suite 4309
Sacramento, CA 95814

Note: Do not FAX this notification.

2. SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council (SSC) is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

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

Knowledge Saves Lives, Inc., an emergency preparedness training and consulting firm, has created the template used in the creation of this document. Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

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

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

SIGNATURE PAGE
SARATOGA HIGH SCHOOL SAFETY PLAN 2026-2027

The undersigned members of the Saratoga High School Safety Planning Committees certify that the requirements for the CAA AB 1747, Comprehensive School Safety Plan, have been met.

PRINTED NAME

SIGNATURE

DATE

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

CONTINUITY OF OPERATIONS PLAN (COOP)

Continuity planning is the ability of schools to carry out their normal activities and function after unplanned events have occurred, through their essential tasks, resources, and personnel. Although not required under the CA Ed. Code, it is recommended the school and district develop a COOP in case of emergency or unusual working conditions. The COOP can be a standalone document or incorporated into this CSSP. Follow this link to find a working sample located in the [Functional Annex](#).

There are six key elements addressed in a COOP:

Essential Functions

Identify essential functions and services needed to sustain the division's mission and operations. Determine what functions will ultimately need to be prioritized in the worst-case scenario. Establish how the division may be reorganized to accommodate prioritization of functions for the division and the district.

Critical Resources

Identify critical resources (staffing and equipment) necessary for the division to carry out essential functions and where such resources may be acquired, internally and externally, if necessary.

Essential Staff

List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. Establish orders of succession, building out three deep for each leadership role. Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of crisis.

Communications

Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. Establish the methods used for notification and dissemination of critical information.

Ensure that:

- Contact rosters are complete and up to date
- General messages are pre-staged when possible
- Test the system and users by sending occasional test messages
- Establish a backup method for messaging

Essential Record Management

Identify, protect, and ensure the ready availability of electronic and/or hard-copy documents, references, records, and information necessary to complete essential functions.

Reconstitution

Outline the process for returning to normal function.

ANALYSIS OF CRIME ON CAMPUS

Each school is required to assess the current status of school crimes committed on the school campus and at school-related functions. This is accomplished by reviewing the following types of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; California Healthy Kids Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Saratoga High School

Data Source	2022-2023	2023-2024	2024-2025
Suspensions (Number of Incidents)			
- Violence			
- Tobacco			
- Drugs or Alcohol			
- Weapons			
Expulsions			
Vandalism (Number of Incidents)			
Attendance , General Ed. (%)			
Attendance , Special Ed. (%)			

ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME

Crime at Saratoga High School is very low. This is due, at least in part, to the fact that parent/guardian involvement is emphasized. It is essential that our families and community are involved in school activities and students' educational engagement and achievement. Eligible community members are welcome at School Site Council meetings and are encouraged to attend events such as Back-to-School Night, Foundation & Booster Groups, and student awards ceremonies.

ANNUAL SAFETY GOALS 2026-2027

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

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

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

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

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

The goals and safety plan are reported to the Board of Trustees and shared with the school staff and community.

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

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

1. Continue to Address Student Anxiety, Mental Health, and Social Emotional

RATIONALE: During the 2025-26 Fall Semester 301 students were served in the SHS Wellness Center for anxiety and depression amongst other mental health concerns.

Previous years student use numbers in the Fall semester were:

2025-26	2024-25	2023-24	2022-23	2021-2 2	2020-2 1
301	121	230	436	375	345

Additionally, per the California Healthy Kids Survey results:

- On the 2025 administration of the California Healthy Kids Survey, 720 students (up from 638 students) from all four grade levels answered "Pretty much true" or "Very

much true” to the question if there is a teacher or some other adult from my school who really cares about me.

There is a teacher or some other adult from my school... who really cares about me.							
Freshmen	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024	2024-2025
Not at all true	22		30	15	21	20	14
A little true	102		97	67	57	87	78
Pretty much true	115		80	57	63	115	84
Very much true	80		40	27	49	59	55
%A+P+V	297		217	150	169	260	217
%P+V	195		120	84	112	174	139
Sophomores	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024	2024-2025
Not at all true	18		34	15	11	18	9
A little true	92		100	52	57	64	69
Pretty much true	95		63	51	49	92	118
Very much true	58		46	35	41	55	92
%A+P+V	246		209	139	146	212	278
%P+V	153		109	86	89	147	210
Juniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024	2024-2025
Not at all true	23		19	14	6	10	2
A little true	83		83	35	53	54	37
Pretty much true	103		97	56	63	108	95
Very much true	75		75	48	41	74	107
%A+P+V	261		255	139	157	235	239
%P+V	178		172	104	104	181	203
Seniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-2024	2024-2025
Not at all true	8		23	4	12	7	4
A little true	38		58	32	42	42	33
Pretty much true	70		75	54	55	85	81
Very much true	82		95	55	66	52	87
%A+P+V	191		228	142	163	178	202
%P+V	153		171	110	121	136	168

There is a teacher or some other adult from my school... who really cares about me.							
Freshmen	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-2025
Not at all true	7.00%	COVID	12.00%	9.00%	11.00%	7.00%	6.00%
A little true	32.00%		39.00%	40.00%	30.00%	31.00%	34.00%
Pretty much true	36.00%		32.00%	34.00%	33.00%	41.00%	37.00%
Very much true	25.00%		16.00%	16.00%	26.00%	21.00%	24.00%
%A+P+V	93.00%	0.00%	87.00%	90.00%	89.00%	93.00%	95.00%
%P+V	61.00%	0.00%	48.00%	50.00%	59.00%	62.00%	61.00%
Sophomores	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-2025
Not at all true	7.00%	COVID	14.00%	10.00%	7.00%	8.00%	3.00%
A little true	35.00%		41.00%	34.00%	36.00%	28.00%	24.00%
Pretty much true	36.00%		26.00%	33.00%	31.00%	40.00%	41.00%
Very much true	22.00%		19.00%	23.00%	26.00%	24.00%	32.00%
%A+P+V	93.00%	0.00%	86.00%	90.00%	93.00%	92.00%	97.00%
%P+V	58.00%	0.00%	45.00%	56.00%	57.00%	64.00%	73.00%
Juniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-2025
Not at all true	8.00%	COVID	7.00%	9.00%	4.00%	4.00%	1.00%
A little true	29.00%		30.00%	23.00%	33.00%	22.00%	15.00%
Pretty much true	36.00%		35.00%	37.00%	39.00%	44.00%	39.00%
Very much true	26.00%		27.00%	32.00%	25.00%	30.00%	44.00%
%A+P+V	91.00%	0.00%	92.00%	92.00%	97.00%	96.00%	98.00%
%P+V	62.00%	0.00%	62.00%	69.00%	64.00%	74.00%	83.00%
Seniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-2025
Not at all true	4.00%	COVID	9.00%	3.00%	7.00%	4.00%	2.00%
A little true	19.00%		23.00%	22.00%	24.00%	23.00%	16.00%
Pretty much true	35.00%		30.00%	37.00%	32.00%	46.00%	39.00%
Very much true	41.00%		38.00%	38.00%	38.00%	28.00%	42.00%
%A+P+V	95.00%	0.00%	91.00%	97.00%	94.00%	97.00%	97.00%
%P+V	76.00%	0.00%	68.00%	75.00%	70.00%	74.00%	81.00%

- On the 2025 administration of the California Healthy Kids Survey, 104 students (down from 118 students) from all four grade levels indicated how they “ever seriously considered attempting suicide”

During the past 12 months, did you ever seriously consider attempting suicide?							
Freshmen	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	NA	COVID	212	149	171	241	203
Yes	0		37	18	19	39	25
Sophomores	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	235	COVID	209	131	133	202	255
Yes	29		34	23	24	28	32
Juniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	253	COVID	241	128	134	211	212
Yes	34		36	23	28	34	32
Seniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	187	COVID	124	126	147	167	193
Yes	14		22	20	26	17	15

During the past 12 months, did you ever seriously consider attempting suicide?							
Freshmen	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	NA	COVID	85.00%	89.00%	90.00%	86.00%	89.00%
Yes			15.00%	11.00%	10.00%	14.00%	11.00%
Sophomores	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	89.00%	COVID	86.00%	85.00%	85.00%	88.00%	89.00%
Yes	11.00%		14.00%	15.00%	15.00%	12.00%	11.00%
Juniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	88.00%	COVID	87.00%	85.00%	83.00%	86.00%	87.00%
Yes	12.00%		13.00%	15.00%	17.00%	14.00%	13.00%
Seniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	93.00%	COVID	85.00%	86.00%	85.00%	91.00%	93.00%
Yes	7.00%		15.00%	14.00%	15.00%	9.00%	7.00%

- On the 2025 administration of the California Healthy Kids Survey, 53 students (down from 55 students) from all four grade levels indicated how they made “a plan about how [they] would attempt suicide”.

During the past 12 months, did you make a plan about how you would attempt suicide?							
Freshmen	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	NA	COVID	227	154	175	266	207
Yes	0		22	13	15	14	21
Sophomores	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	211	COVID	219	140	146	212	273
Yes	53		24	14	11	18	14
Juniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	235	COVID	255	133	141	228	234
Yes	52		22	18	21	17	10
Seniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	181	COVID	136	130	157	178	200
Yes	20		10	16	16	6	8

During the past 12 months, did you make a plan about how you would attempt suicide?							
Freshmen	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	NA	COVID	91.00%	92.00%	92.00%	95.00%	91.00%
Yes			9.00%	8.00%	8.00%	5.00%	9.00%
Sophomores	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	80.00%	COVID	90.00%	91.00%	93.00%	92.00%	95.00%
Yes	20.00%		10.00%	9.00%	7.00%	8.00%	5.00%
Juniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	82.00%	COVID	92.00%	88.00%	87.00%	93.00%	96.00%
Yes	18.00%		8.00%	12.00%	13.00%	7.00%	4.00%
Seniors	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
No	90.00%	COVID	93.00%	89.00%	91.00%	97.00%	96.00%
Yes	10.00%		7.00%	11.00%	9.00%	3.00%	4.00%

We continue to consider student anxiety, mental health, and social emotional wellness as a safety issue and continue to develop goals, actions, and means of assessment to work towards a healthy, safe, and responsive school community.

Goals	Actions	Means of Assessment
1. By September 1 in the Fall semester and February 1 in the Spring semester, all students will be aware of/reminded of the various school and community resources available to support students who are suffering from depression, anxiety, and/or experiencing suicidal thoughts.	- Information regarding mental health resources will be shared during: - specific MOSAIC lessons scheduled during the 2026-27 school year - Freshman Orientation, - Parent Information Nights hosted by Guidance Counseling - seasonal Sports Nights - Classroom Safety Scenarios drills at the start of each semester - Athletic and non-athletic safety drill scenarios for each of the three seasons - Information regarding mental health resources will be shared via various school media outlets: - SHSTV, - Friday Letter, - Saratoga Falcon newspaper, - announcements by ASB, - social media, - website - With the help of the Wellness Helpers, Sources of Strength, and in coordination with the Wellness Center, awareness related to available mental health resources will be shared during lunches throughout the year.	1. Survey administered in February, to students and staff to capture: Addressing Student Anxiety, Mental Health, and Social Emotional Wellness: February 2026 - what they understand about resources on campus (and off campus) that are available to them when needed, - identifying at least one staff member on campus who cares about them, - what means of communication works best for the students, - areas of success, and - areas of improvement.
2. On the Spring 2027 California Healthy Kids Survey, students who indicate they “ever seriously considered attempting suicide” will continue to decrease annually as compared to the 2018-19 (pg 81), 2020-21 (pg 121), 2021-22 (pg 109), 2022-23 (pg 113), and 2023-24 (pg. 6) California Healthy Kids Survey results.		2. SHS SSC Safety Plan Goals Data specific to “Caring Staff,” “Considering Suicide,” “Planning Suicide”, and Wellness Survey results
3. On the Spring 2027 California Healthy Kids Survey, students who indicate they made “a plan about how [they] would attempt suicide” will continue to decrease annually as compared to the 2018-19 (pg 81), 2020-21 (pg 121), 2021-22 (pg 109), 2022-23 (pg 113) and 2023-24 (pg. 6) California		3. Data regarding utilization rates of the various resources available to students and staff (without violating confidentiality). 4. Survey administered to parents to evaluate the effectiveness of the parent engagement workshops to measure their understanding of self-harm, positive

Healthy Kids Survey results.	• At least twice a year, SHS in collaboration with the PTSO (and/or other SHS Parent groups), will host parent engagement workshops to educate parents and guardians with regards to self-harm, positive outlets, and other strategies/resources to help teach students strategies for managing stress and developing agency. ◦ Ensure parents understand what to do if they are concerned about the safety and well-being of their student while in high school and beyond. • The Wellness Center, in collaboration with the Guidance Counseling department, College and Career Center, and Administration will work with Seniors during the stressful time of college application/ acceptance season ◦ Provide strategies regarding how to recognize and process the anxiety, stress, and mental health related to college acceptance season (eg. deferrals, denials, etc. framed with data) ◦ Schedule a meeting during tutorial for all Seniors in the Spring to address anxiety	outlets, other strategies/resources to help manage stress and develop agency. 5. Survey administered to Seniors during the Spring semester to evaluate a. the effectiveness of the wellness meeting, b. how they are feeling, c. their acknowledgement of available resources and strategies, and d. how to continuously improve the meeting.
4. On the Spring 2027 California Healthy Kids Survey, students who select "Pretty much true" or "Very much true" when asked "At my school, there is a teacher or some other adult who cares about me...." will continue to increase annually as compared to the 2018-19 (pg 15), 2020-21 (pg 23), 2021-22 (pg 17), 2022-23 (pg 17) and 2023-24 (pg. 19) California Healthy Kids Survey results.		

	related life after high school	
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** The 25-26 California Healthy Kids Survey administration is scheduled for April 14, 2026.

2. Improve the school culture so that all students are capable of being an upstander and will demonstrate empathy, respect, and appreciation for their peers

RATIONALE: Based on California Healthy Kids Survey data, students report they were harassed or bullied at least one time for their "race, ethnicity, or national origin" or "gender." Since the Spring 2022 CHKS administration, there has been a gradual increase in the percentage of students reporting being bullied or harassed.

Reasons for Harassment, Past 12 months: "During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?"

Race, ethnicity, or national origin (1 or more times)										Gender									
Year	9th	10th	11th	12th		9th	10t h	11t h		12th	9th	10th	11th	12th		9th	10t h	11t h	12th
2018-19	12 %	15%	11%	16 %		39	44	34		37	8%	6%	5%	7%		26	18	16	16
2021-22	15 %	6%	8%	9%		49	18	25		26	4%	4%	7%	6%		13	12	22	17
2022-23	7%	11%	6%	10 %		18	27	14		22	4%	6%	7%	8%		11	15	16	18
2023-24	12 %	10%	9%	6%		34	23	22		11	6%	6%	5%	4%		17	14	12	7
2024-25	13 %	13%	11%	10 %		30	37	27		21	5%	4%	6%	4%		11	11	15	8

*no data for 2020-21 school year due to COVID

Goals	Actions	Means of Assessment
1. On the Spring 2026 California Healthy Kids Survey, the percentage of students who answer the prompt, "During the past 12 months, how many times on school property were you	In collaboration with ASB, Link Crew, Library, and the Wellness Center, schedule structured opportunities for students to collaborate and positively socialize during	1. SHS SSC Safety Plan Goals Data specific to "E, D, I, B." 2. Calendar of tutorial and lunch socialization activities hosted by ASB, Link Crew, Library and/or Wellness Center

harassed or bullied” based on “race, ethnicity, or national origin” or “gender” will decrease annually as compared to the 2018-19 (pg 23), 2021-22 (pg 33), 2022-23 (pg 37), 2023-24 (pg 39) and 2024-25 (pg. 35) California Healthy Kids Survey results. 2. After the 2026-27 athletic seasons, Saratoga High School will earn the SCVAL Sportsmanship award (to be awarded Fall 2027)	tutorial, lunch, and after school • Intramural activities during tutorial, organized and supervised by a teacher • Improve communication with students, families, and staff with regards to efforts to improve empathy, respect, and appreciation for their peers ◦ Posters and messaging to recognize, celebrate, and encourage: ■ Gender equity ■ Inclusive experiences in all classes ■ Diversity throughout our campus and community ◦ Reminders about how to utilize resources, such as WeTip, the Wellness Center, School Counselors, Administration, teachers, and staff when feeling bullied, harassed, intimidated, etc. or observing bullying, harassment, and intimidation ◦ Monitoring and auditing school related social media accounts and external messaging (ie. ParentSquare messages, Friday Letter, etc.) • Continue to teach students how and why to be an upstander via	a. Data related to participation. 3. Survey results related to respect, appreciation, and sportsmanship 4. Analysis of harassment/ bullying referrals 5. Analysis of Title IX referrals 6. Analysis of WeTip referrals 7. Pre and post survey data for all sports teams to ensure student-athletes can share their expectations and experiences related to respect, appreciation, and sportsmanship
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	MOSAIC lessons, messaging, activities, etc. ○ Incorporate lessons to address gossiping, bias, and social media abuse related to rumors ● Pre and post survey data for all sports teams to ensure student-athletes can share their expectations and experiences related to respect, appreciation, and sportsmanship ● Survey all students so that they can share their expectations and experiences related to empathy, respect, and appreciation for their peers ● Partner with the PTSO Parent Education Committee to host workshops regarding empathy, respect, and appreciation for their peers ● Continue to monitor and audit facility use for space/field use to ensure space/field use is equitable for all genders; and to be able to explain why something may appear inequitable.	
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3. MANDATED POLICIES AND PROCEDURES

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

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

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

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

CHILD ABUSE REPORTING

The LGSUHSD links to the Board Policy on Child Abuse Reporting:

[BP 5141.4](#)

[AR 5141.4](#)

A. Definition of Child Abuse

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

1. Child Abuse
 - a. Injury inflicted by another person
 - b. Sexual Abuse
 - c. Neglect of child's physical health and emotional needs
 - d. Unusual and willful cruelty; unjustifiable
 - e. Unlawful corporal punishment
2. Not Considered Child Abuse
 - a. Mutual affray between minors
 - b. Injury caused by reasonable and necessary force used by a peace officer:
 - i. To quell a disturbance threatening physical injury to a person or damage to property
 - ii. To prevent physical injury to another person or damage to property
 - iii. For the purposes of self-defense
 - iv. To obtain possession of weapons or other dangerous objects within the control of a child
 - v. To apprehend an escapee

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practically possible by telephone,

AND

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

3. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
4. When two or more persons who are required to report are present and jointly knowledgeable of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
5. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
6. This entire section on Child Abuse has been taken from California Laws Relating to Minors manual.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
Page 1 of 2

SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	☐ LAW ENFORCEMENT ☐ COUNTY PROBATION		AGENCY			
	☐ COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL		
	OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE	
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY ☐	

Link to fillable form: [State of CA - Suspected Child Abuse Report Form](#)

C. Sexual Activity

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

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

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

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

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

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

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

- A. The partner is less than 14 years of age
- B. There is unlawful sexual intercourse with a partner older than 14, and there is evidence of an exploitative relationship
- C. The partner is the alleged spouse, and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

- A. The child is 14 years or younger, and the partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the County of Santa Clara Child Abuse & Neglect Center (CANC) or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

Child Abuse Reporting Numbers:

County of Santa Clara Child Abuse & Neglect Center (CANC)	(833) 722-5437
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Police Departments:

Saratoga Sheriff's Department	(408) 868-6600
San Jose Police Department	(408) 277-8900

E. Staff Training

Within the first six weeks of each school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

SUSPENSION AND EXPULSION/DUE PROCESS

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 has developed 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 LGSUHSD links to the Board Policy on Suspension/Expulsion:

[BP 5144.1](#)

[AR 5144.1](#)

A student identified as an individual with a disability pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion that apply to students without disabilities, except as otherwise specified in this administrative regulation.

The LGSUHSD link to Suspension/Expulsion for ADA Students:

[AR 5144.2](#)

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

Except when otherwise permitted by law, a student may be suspended or expelled only when the 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:

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. 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.

DANGEROUS STUDENT, NOTIFICATION TO TEACHERS

The LGSUHSD links to the Board Policy on Employee Safety

[BP 4158](#)

[AR 4158](#)

[BP 4258](#)

[AR 4258](#)

[BP 4358](#)

[AR 4358](#)

It is the duty of the Los Gatos-Saratoga Unified High School District to notify a teacher of any student who has caused or attempted to cause "serious bodily injury" or physical injury that requires medical treatment. For purposes of reporting, "serious bodily injury" is defined as a "serious impairment of physical condition, including but not limited to, the following: loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; and serious disfigurement." (Penal Code 243, subd. (e)(5).) "Injury" is defined as "any physical injury which requires professional medical treatment." (Penal Code 243, subd. (e)(60).)

The information must cover the previous three years for 1992-93 and each year thereafter. This information shall be based upon written district records or records received from a law enforcement agency. **Teachers shall receive the information in confidence and shall not disseminate it further.** (Ed. Code 49079) The above information shall be given to teachers in writing, and a copy shall be kept in the student's file.

The Superintendent or designee shall be responsible for the development of procedures to ensure that this policy is implemented. (Education Code 48201, 49079; Welfare and Institutions Code 827).

SEXUAL HARASSMENT POLICY

A. Definition

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

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

4. The conduct or communication creates an 'intimidating, hostile, or offensive educational environment."

B. Policy Pertaining to Sexual Harassment

LGSUHSD links to Board Policy on Sexual Harassment

BP 5145.7

AR 5145.7

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff Member
5. Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment

C. Staff Training

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, the employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

SCHOOL DISCIPLINE

A. Statement of Rules and Procedures Concerning School Discipline

CA Ed. Code 44807: "Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which, in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

LGSUHSD link to Board Policy on School Discipline:

[BP 5144](#)

[AR 5144](#)

B. Notification to Students and Parents

CA Ed. Code 35291:

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

C. Staff Training

Make staff aware of the requirement to review the information of a dangerous student if provided to them with a reminder there are legal ramifications for sharing the information with any other person.

BULLYING AND CYBERBULLYING

The Los Gatos-Saratoga Unified High School District recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The LGSUHSU link to the Board Policy on Bullying and Cyberbullying:

BP 5131.2
BP 5145.3

AR 5131.2
AR 5145.3

A. Staff Training

Schools must annually make available the CDE's online training resources to address and prevent bullying and cyberbullying to certificated staff and all other school site employees who have regular interaction with pupils. (EC Section 32283.5(c).) The CDE Bullying Prevention Training & Resources page can be found by following this link:

<https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

B. Procedures to Support Student Authentic Gender

While our gender may begin with the assignment of our sex, it does not end there. A person's gender is the complex interrelationship between three dimensions.

1. Body: Our body, our experience of our own body, how society genders bodies, and how others interact with us based on our body.
2. Identity: Our deeply held, internal sense of self as male, female, a blend of both, or neither; who we internally know ourselves to be.
3. Expression: How we present our gender in the world and how society, culture, community, and family perceive, interact with, and try to shape our gender. Gender expression is also related to gender roles and how society uses those roles to try to enforce conformity to current gender norms.

Each of these dimensions can vary greatly across a range of possibilities. It is possible to make assumptions about a young person that have nothing to do with who they are. Sexual orientation is interpersonal (who we are physically, emotionally, and/or romantically attracted to). Gender identity is not about who we are attracted to but about whom we ARE (an internal sense of being a man, woman, or other gender).

Gender expression refers to the aspects of a person's behavior, mannerisms, interests, and appearance that are associated with gender in a particular cultural context, specifically with regard to the categories of femininity or masculinity. One cannot know a person's gender identity or sexual orientation unless they tell you or you ask.

In order to support student identity and maintain a focus on academics, administration will meet with any student who needs to support their authentic gender to develop a Gender Support Plan. This plan will provide direct guidance for supports that may need to be put in place and the best communication devices to use, such as pronoun use when addressing and/or referring to the student.

DRESS CODE

The LGSUHS link to the Board Policy on Dress Code:

[BP 5132](#)

[AR 5132](#)

The Los Gatos-Saratoga Unified High School District promotes and encourages a positive learning environment for all students. Acceptable and appropriate behavior and clothing play a primary role in this desired educational atmosphere. If student clothing works against a positive learning atmosphere, it is not acceptable.

LGHS Rules Pertaining to Appearance and Dress

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel. The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians. Parents or guardians are responsible for ensuring student compliance with the school dress or appearance. Students are responsible for complying with the rules governing appearance and during school hours and school activities.

- A. Students must wear clothing, including a shirt with pants or skirt or the equivalent (for example, dresses, leggings, or shorts) and shoes (for example, sneakers, sandals, or flip-flops).
- B. Clothing must always opaquely cover private parts and undergarments. (See-through clothing, mesh, or transparent materials do not meet this requirement.)
- C. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, shop classes, field trips, and other activities where unique hazards or specialized attire or safety gear is required.
- D. Clothing may not depict, advertise, or advocate the use of firearms, alcohol, tobacco, marijuana, or other controlled substances.
- E. Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

- F. Students may not wear clothing and accessories that feature certain images or language, such as profanity, pornography, vulgarities, or defamatory language.
- G. Gang-related apparel depicting or advocating violence, or criminal activity, gang-related activity including attire, logos, or colors identified by law enforcement authorities as gang-affiliated, is prohibited.
- H. Hats and other headwear must allow the face to be visible to staff. Masks are not allowed with the exception of those required for health and safety reasons.

Enforcement

To equitably enforce the rules governing appearance and dress, all school staff must be notified of the policy at the beginning of the school year regarding its purpose and spirit and how to enforce it without shaming students or disproportionately impacting certain student groups.

When a school staff member or school administrator discusses a dress or grooming violation with a student, it is recommended that it is a staff member of the same gender identity as the student. Unless there is an immediate concern, a student should not be spoken to about a dress or appearance violation in front of other students.

Teachers or staff who discuss a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g., school clothing supply, call home, borrow from a friend). Teachers should also send a referral to the administration when a student is in violation of the rules governing appearance and dress.

Students should not be required to wear school-owned replacement garments where possible and should never be required to wear specific garments as a disciplinary measure.

Discipline for dress or grooming violations should be consistent with the discipline policies for comparable violations.

- The first infraction will result in a warning and require the student to correct their attire.
- The second infraction will result in after-school detention and require the student to correct their attire.
- Third and subsequent infractions will result in a Saturday school and parent conference and require the student to correct their attire.

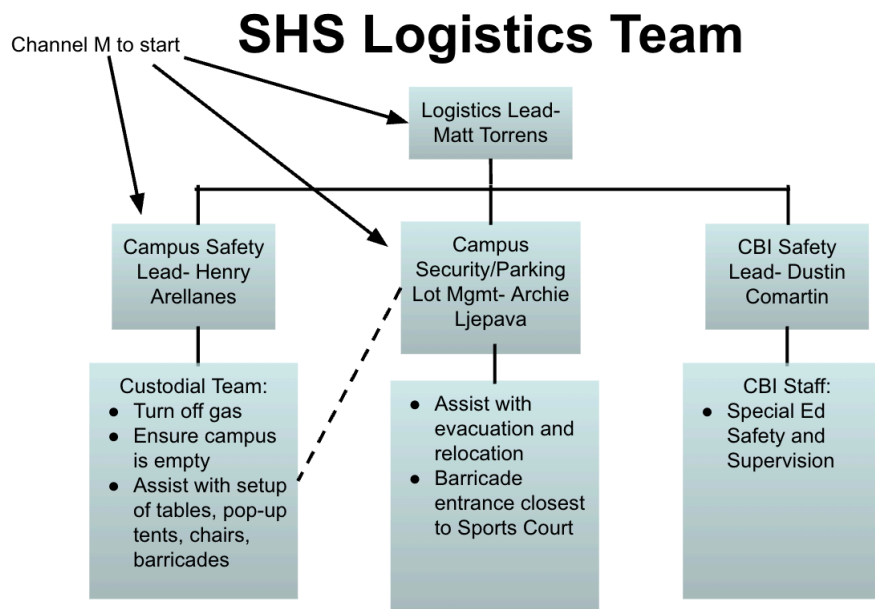
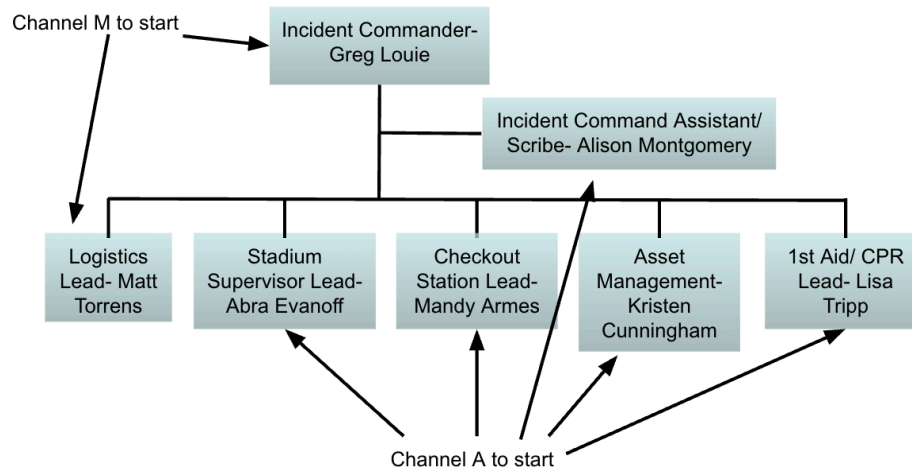
If a student requires support from school staff in abiding by dress or appearance requirements, this support shall be provided in the least restrictive and disruptive manner possible. Administration and enforcement of the dress or appearance policy will be gender neutral. In the case that a student is unable to abide by the dress or appearance policy, school-provided garments may be loaned to the student until the parent or guardian is able to provide appropriate clothing.

4. ICS/SEMS

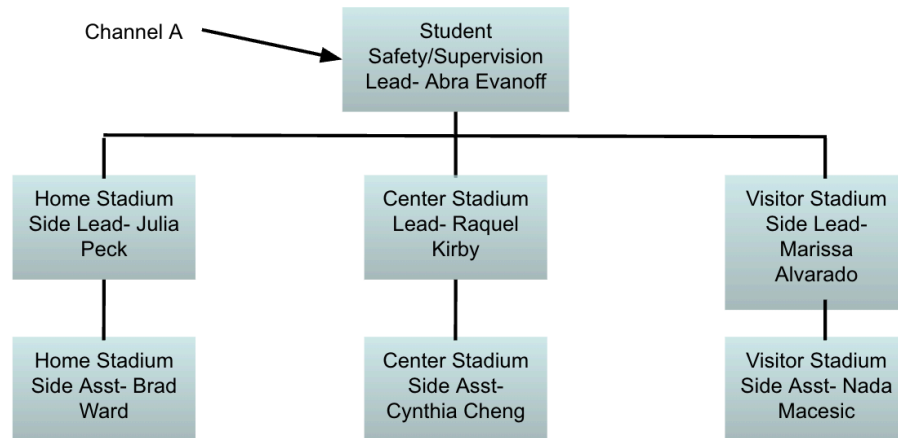
RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the **Standard Emergency Management System (SEMS)** and the **Incident Command System (ICS)** can be adapted to your school. For ICS rosters for each school, use the links below to jump to the Functional Annex.

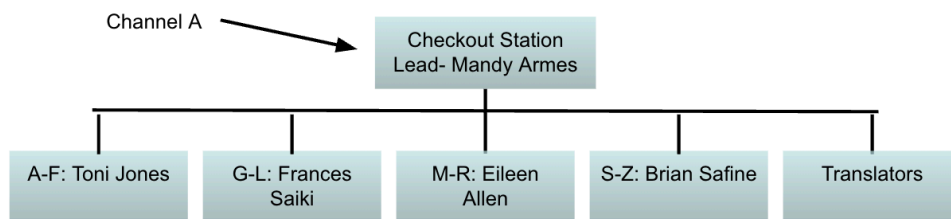
ICS TEAM - Saratoga High School SHS Incident Management Team



SHS Student Safety/Supervision Team



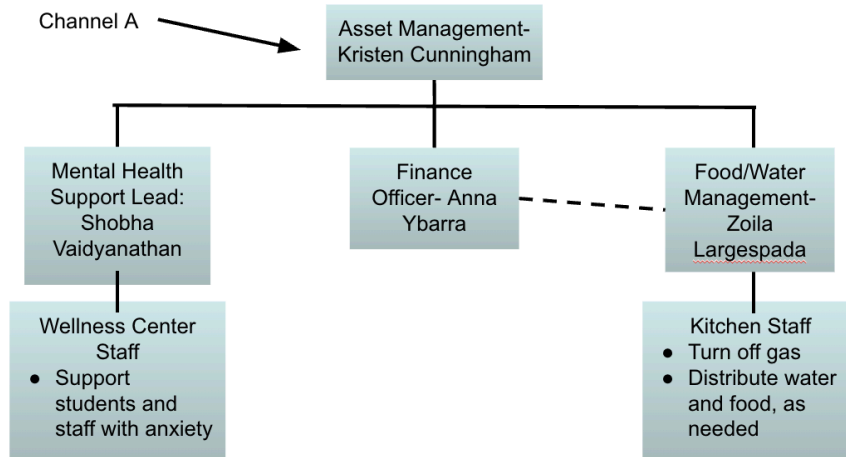
SHS Checkout Station Team



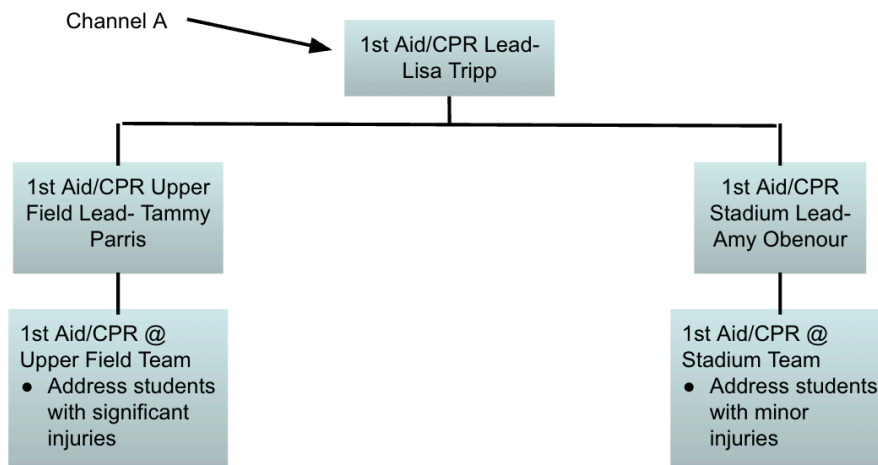
Reunification Station

- Begin to setup station after all students/classes have arrived to the stadium
- Use student aides to assist with retrieving students
- Work through the gates to control flow of parents/students
- Use emergency gate for exit

SHS Asset Management Team



SHS 1st Aid/CPR Team



Major Concepts and Components

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

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

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

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

ICS Terminology

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

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

How ICS Functions

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

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

PRIMARY ICS FUNCTIONS

Incident/School Commander (The "leader")

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

Operations Section (The "doers")

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

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

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

Finance and Administration Section (The "collectors")

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

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



UNIFIED COMMAND STRUCTURE

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

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

Advantages of using Unified Command

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

Pre-Designated Incident Facilities

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

STAGING AREAS FOR EVACUATION

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

5. EMERGENCY AND ROUTINE DISASTER PROCEDURES

THE BASIC PLAN

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

The Basic Plan:

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

Requirements

This plan meets the requirements of Santa Clara County's Emergency Response and Planning policies and the Standardized Emergency Management System (SEMS) Operational Area Response. It also defines the primary and support roles of the district and individual schools in after-incident damage assessment and reporting requirements.

Objectives

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

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

CA LEGAL AUTHORITIES AND REFERENCES

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

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

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

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

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

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

The law has two ramifications for School District employees:

1. It is likely that public school employees may be pressed into service as Disaster Service Workers by their superiors and asked to perform jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee Workers' Compensation Coverage becomes the responsibility of the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

California Government Code, Section 3100 also states (the Governor's Office of Emergency Services has declared) that inadequately trained school staff may render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

The law requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

The Code provides "Good Samaritan Liability" immunity for those providing emergency care at the scene of an emergency.

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

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

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

California Emergency Plan

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

RECOVERY

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

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

One of the most important actions is simply to listen and allow victims to express their own needs and feelings. The goal is to offer encouragement and support while avoiding judgmental remarks.

When victims' needs exceed the immediate resources available to the school, County Mental Health and agencies working under its umbrella are available to support schools.

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

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase with the affected counties through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the following:

1. Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, that all interns, therapists, and mental health workers complete crisis response training with the various mental health agencies of each county before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify a licensed mental health representative at the county mental health agency. They will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school, the district, mental health agency, and its partnering agencies as to the requirements for the responding mental health team(s). The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff, and families.
3. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated in order to avoid team member fatigue.
4. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the county mental health agency or one of the partnering agencies will be present in order to make referrals for support services as required by the attendees.
5. In keeping with research on the predictable response to crisis situations, call center numbers will be provided so that members of the community can access necessary support in the days, weeks, and months after the event.

PROCEDURES FOR SAFE INGRESS AND EGRESS

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

A. School Must Plan For:

1. Identify the population of people with disabilities
2. Determine proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause the school population to move or relocate in the event of an emergency.

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

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. **Follow the "Shelter in Place" procedures.**

C. Staff Training

Staff have received training through on-site drills and regular review of this safety plan for off-site locations

EMERGENCY EVACUATION ROUTES AND PROCEDURES

In an Emergency Building Evacuation, all employees will:

- Upon emergency alert, secure the work area and depart/report to the assigned area.
- Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.

- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation, teachers will also:

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

Emergency Campus Evacuation

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

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

ON-CAMPUS EVACUATION/ASSEMBLY AREAS

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

CAMPUS EVACUATION SWEEP MAP ZONE

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

OFF-CAMPUS EVACUATION

These are locations that the incident command team working with district and local authorities may decide to access if there is a situation that warrants needing to leave our campus to evacuate to an off-site location nearby.

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS

Incident

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

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

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

Emergency

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

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

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

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

Disaster

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

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

LEVELS OF RESPONSE

Response Levels are used to describe the type of event:

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

- **Response Level 0 - Readiness & Routine Phase**

Ongoing routine response by the school district to daily emergencies or incidents. Standby and alert procedures are issued in advance of an anticipated or planned event.

- **Response Level 3 - Local Emergency**

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

- **Response Level 2 - Local Disaster**

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis, with local police and fire departments of the affected area working in concert with LGSUHSD in order to respond. The affected cities and counties will proclaim a local emergency. Then, the State of California may declare a state of emergency.

- **Response Level 1 - Major Disaster**

Resources in or near the impacted areas are overwhelmed, and extensive State and Federal resources are required. The cities and counties affected will proclaim a local emergency. Then, the State of California will declare a State of Emergency. The state then requests a presidential declaration of an Emergency or Major Disaster. Examples of major disasters are the Loma Prieta Earthquake of 1989 and the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, school district boards can declare the same.

EMERGENCY PHASES

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

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

Prevention/Mitigation Phase

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

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

Preparedness Phase

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

Response Phase

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

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

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

Recovery Phase

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

STAFF PREPAREDNESS

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

Preparedness Brochures are available from the local chapter of the American Red Cross and each local Office of Emergency Services, www.redcross.org, www.prepare.org, or www.ready.gov.

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

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

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

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

DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS

DISTRICT RESPONSIBILITIES

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

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT VIA A PROMULGATION STATEMENT (LOCATED IN DISTRICT EOP) DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL. Students will remain:

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

During a Declared Emergency, district personnel may take students who have not been picked up by their parents or another authorized person to another site where consolidated care facilities can be provided. This information will be given to the media stations, and notifications made to parents via regular communication channels will be posted.

PARENT RESPONSIBILITIES

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

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

School authorities will do everything possible to care for students while they are under district supervision. It is critical that students mustn't receive directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

SAFETY DRILLS

The Los Gatos-Saratoga Unified High School District should inform parents/guardians in languages they understand of emergency plans, reunification plans, and the necessity of cooperating with first responders in case of an emergency.

EARTHQUAKE DRILL

The earthquake emergency procedures shall be listed in, but not limited to, a school building disaster plan, ready for implementation at any time, to maintain the safety and care of students and staff.

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

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

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

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

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

Predetermined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, and chain-link fences [chain-link fences create the potential for the hazard of electric shock]).

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

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

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

STANDARDS FOR A SUCCESSFUL EARTHQUAKE DRILL

The earthquake alarm or announcement can be heard by all staff and students.

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

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

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

Teachers have taken a roll once in the evacuation area. Any missing students are immediately reported to the principal or designee.

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

FIRE DRILLS

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

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

STANDARDS FOR A SUCCESSFUL FIRE DRILL

1. All staff and students can hear the fire alarm.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal or designee.
5. Upon sounding the all-clear, students and staff return to their appropriate classrooms, and the teacher takes roll once more. Missing students are reported to the attendance office.

ACTIVE SHOOTER/LOCKDOWN TRAINING DRILLS

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

Remember, the Run, Hide, Defend training and response is in partnership with the Saratoga Police Department.

Immediate actions should include:

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

Intermediate activities:

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

Evacuation:

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

RUN

The absolute best, most ideal response to an active shooter situation will be to evacuate the area and get out of harm's way. While evacuation sounds simple, doing so under the duress and chaos of an active shooter situation can be difficult.

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- Help others escape, if possible.
- Prevent others from entering an area where the active shooter may be.
- Keep your hands visible.
- Follow the instructions of any police officer.
- Do not attempt to move wounded people.
- Call 911 when you are safe.

HIDE

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker is a highly effective method for promoting personal safety.

The hiding place should:

- Be out of the active shooter's view.
- Provide protection if shots are fired in your direction (for example, an office with a closed and locked door).
- Not trap you or restrict your options for movement.

To prevent an active shooter from finding or entering your hiding place:

- Lock the door.
- Blockade the door with heavy furniture.
- Silence cell phones (turn off vibrate).

- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices).
- Pull down shades or window coverings.
- Hide behind large or hard items (i.e., cabinets, desks).
- Remain quiet.

If evacuation and hiding out are not possible:

- Remain calm.
- Dial 911, if possible, to alert police to the active shooter's location.
- If you cannot speak, leave the line open and allow the dispatcher to listen.

DEFEND

As a last resort, and only when your life is in imminent danger, you may choose to commit and act as aggressively as possible against the active shooter. This action should be decisive and without hesitation.

- Attempt to disrupt and/or incapacitate the active shooter by:
- Acting as aggressively as possible against him/her.
- Throwing items and improvising weapons, such as a fire extinguisher.
- Fighting as best you can within your ability.
- Yelling.

SUICIDE PREVENTION

The Los Gatos-Saratoga Unified High School District recognizes that suicide is a leading cause of death among youth, prevention is a collective effort that requires stakeholder engagement, and school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. In an effort to reduce suicidal behavior, its impact on students and families, and other trauma associated with suicide, the Superintendent or designee has developed measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.

The LGSUHS Link to Board Policy on Suicide Prevention:

[BP 5141.52](#)

[AR 5141.52](#)

Staff Training

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of a district counselor, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

Mobile Crisis:

1-800-704-0900 (for adults age 18 and over)

(408) 379-9085 (for minors under age 18)

Suicide and Crisis Lifeline

dial: 988

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

DO'S

- LISTEN** to what the person is saying and take her/his suicidal threat seriously. Many times, a person may be looking for just that assurance.
- OBSERVE** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- ASK** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

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

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

DO NOT'S

DON'T leave the person alone for even a minute.

DON'T act shocked or be sworn to secrecy.

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

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

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

FENTANYL SAFETY - RESPONSE PLAN

Between 2018 and 2021, Santa Clara County witnessed an alarming 863% spike in fentanyl deaths. To combat this crisis, Senate Bill 10, "Melanie's Law," was enacted in September 2023. This legislation aims to equip middle and high schools in California with the necessary prevention and response resources to handle fentanyl overdoses.

Beginning with the 2024/2025 school year, school districts, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (Ed. Code section 48985.5.) This information must be included on the organization's website. It must also be annually provided to parents or legal guardians, making it a potentially convenient addition to the information in your annual parent/student handbook.

Melanie's Law focuses on several essential elements:

- **Education and Awareness:** Raise consciousness about the dangers of youth fentanyl exposure.
- **Training:** Mandates that every public school in California train employees, specifically nurses and other employees who volunteer for the training, on opioid prevention and life-saving responses.
- **Comprehensive School Safety Plan (CSSP):** A structured plan for schools to follow, ensuring student safety against the threat of opioids.

FOUR STEPS FOR FIRST RESPONDERS TO INCIDENTS OF SUSPECTED OPIOID POISONING

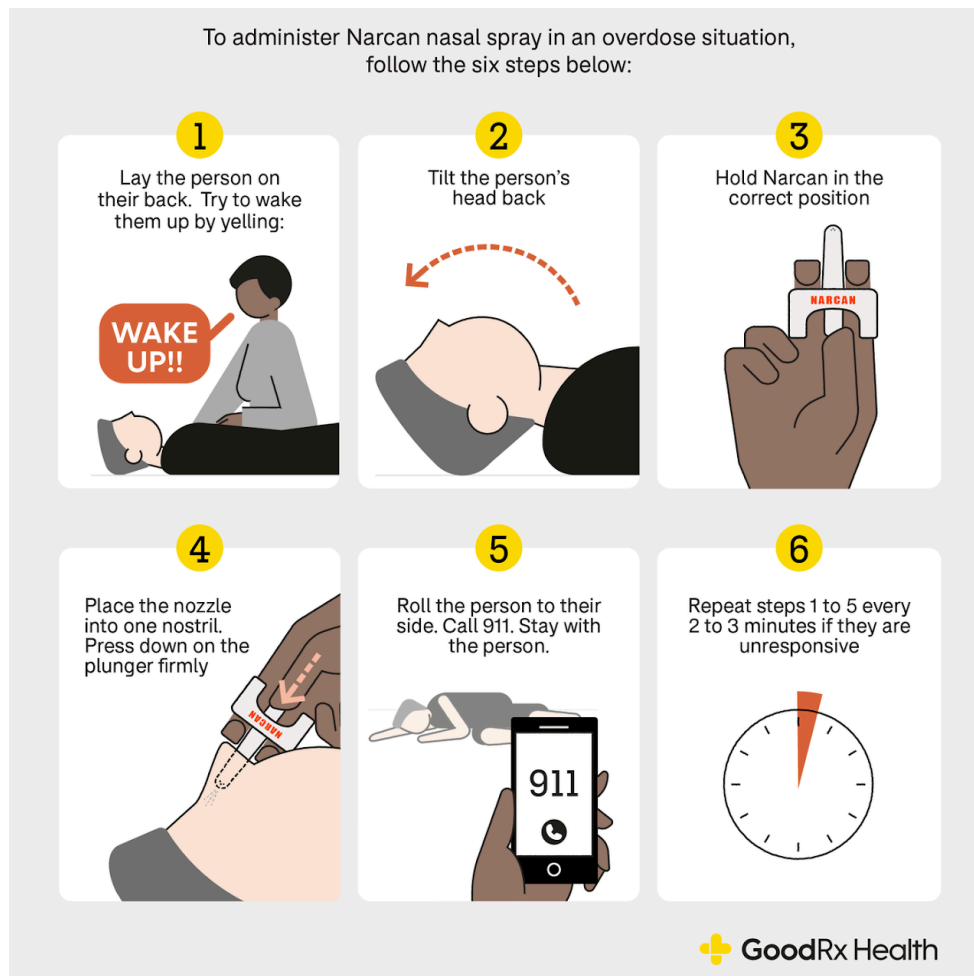
This safety plan addresses life-saving response procedures to protect the health and well-being of students and adults, ensuring a safer and more informed school community. It is a proactive step toward creating a culture of care, support, and responsibility within the school environment.

Step 1: Evaluate for Signs of Opioid Overdose

- Signs of overdose, which can be fatal if not treated, include:
 - Unconsciousness or inability to awaken.
 - Slow or shallow breathing, breathing difficulty, or choking sounds.
 - Fingernails or lips turning blue/purple.
- If opioid overdose is suspected, follow these steps:
 - Call the person's name.
 - If the person responds, assess their responsiveness and breathing.
 - Continue monitoring the person, including breathing and alertness, and try to keep them awake and alert.
 - If there's no response, call 911, provide rescue breathing if the person isn't breathing on their own, and administer one dose of naloxone.

Step 2: Call 911 for Help

- An opioid overdose requires immediate medical attention.
- If no emergency medical services (EMS) or trained personnel are on the scene, call 911 immediately.
- Inform the operator: "Someone is unresponsive and not breathing."
- Provide a specific address and location description.
- Follow the dispatcher's instructions, which may include starting CPR based on your training level.



Step 3: Administer Naloxone

- If the person overdosing doesn't respond within 2 to 3 minutes after administering a dose of naloxone, give a second dose.
- Administer naloxone to anyone showing signs of opioid overdose or when an opioid overdose is suspected.
- Naloxone will be administered through intranasal spray until emergency services arrive

- The nasal spray is a prefilled, needle-free device that delivers a single dose into one nostril and requires no assembly.
- The nasal spray comes in a package with two doses for potential repeat dosing if needed.
- It may be necessary to administer multiple doses of naloxone to reverse opioid-induced respiratory depression in fentanyl-involved overdoses.

Step 4: Monitor the Person's Response

- All individuals should be monitored for a recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or the discontinuation of the naloxone infusion.
- People who have overdosed on long-acting opioids should have more extended monitoring.
- Most people respond by returning to spontaneous breathing, which typically happens within 2 to 3 minutes of naloxone administration.
- Because naloxone's effects are relatively short-lived, overdose symptoms may return. Therefore, it's crucial to get the person to an emergency department or seek medical care as quickly as possible, even if they revive after the initial dose of naloxone and appear to feel better.
- If a person does not respond to naloxone, consider an alternative explanation for their symptoms. The most likely explanation is that the person is not overdosing on an opioid but may be affected by some other substance or experiencing a non-overdose medical emergency.

DO's

Administer naloxone and use a second dose if there's no response to the first dose.

Place the person in the "recovery position" on their side if you need to leave them unattended for any reason.

Stay with the person and keep them warm.

DON'T's

Don't slap or forcefully attempt to stimulate the person; it may cause further injury. If you can't wake the person by shouting, rubbing knuckles on the sternum (center of the chest or rib cage), or light pinching, they may be unconscious.

Don't try to make the person vomit drugs that may have been swallowed, as choking or inhaling vomit into the lungs can be fatal.

Note: All naloxone products have an expiration date, so it's important to check the expiration date and obtain replacement naloxone as needed.

MASS CASUALTY INCIDENTS

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

- Determine what the problem is and **call 9-1-1** for local emergency services.
- Identify the problem and give the school address.
- Site administrators decide whether to activate the School Site Disaster First Aid Team protocols.
- Determine if the problem will continue or if it is over.
- Notify the Superintendent's Office.
- School representatives will meet with the Incident Command Officer (Fire Department or Police Official), who will determine the exact nature of the incident.
- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- Keep calm, and reassure students.
- The Fire Department will notify appropriate agencies for additional help.
- The Crisis Team will convene.
- Contact the Superintendent to determine the need to send students home.

Use the following link to find a [Mass Casualty Patient Tracking Sheet](#) in the Functional Annex.

TRIAGE GUIDELINES

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

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

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

S.T.A.R.T. PLAN: TRIAGE CHECKLIST

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

Initial contact

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

Assess respiration (normal, rapid, absent)

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

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

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

MEDICAL EMERGENCIES

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

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

Rescue Breathing

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

To Stop Bleeding

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

Treatment for Shock

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

Choking

- Stand behind the person.
- Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, and give an abdominal thrust.
- Repeat until the object comes out.
- If required, begin rescue breathing.

BIOTERRORISM

ANTHRAX THREAT

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

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

Suspicious unopened letter or package marked with a message such as "anthrax"

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or other container to prevent the contents from leaking.
- If you do not have a container, cover the envelope or package with something (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then leave the room and close the door or section off the area to prevent others from entering.
- Wash your hands with soap and water to prevent spreading any powder to your face.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

An envelope with powder or powder spills out on a surface

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

Possible room contamination by aerosol

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

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

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

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

BOTULISM

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

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

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

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

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

Inhalation Botulism

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

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

SMALLPOX

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

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

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

IMMUNIZATION & MASS PROPHYLAXIS PANDEMIC AND BIOTERRORISM

This Bioterrorism Support Plan (Plan) provides basic steps to guide appropriate County Public Health Department, and city and county government officials in establishing middle and high schools as immunization centers (mass prophylaxis centers) contingent upon a Memorandum of Understanding being signed.

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

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

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

Preparedness Steps

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

- Statement of Agreement signed by affected county mental health agency, city and school district.
- Examine the Public Health Department's Liability Coverage for using school district sites as mass prophylaxis centers.
- Establish that the City will provide security for the school district site.
- Define the length of time the immunization center (mass prophylaxis center) can be open and the type of furnishings needed.
- Ensure that the Public Health Department provides a manager to oversee center operations.
- Identify the need to train site personnel in administering vaccinations and agree upon how these individuals will be compensated for their time by the Public Health Department
- Establish who will be responsible for cleanup.

The Public Health Department will contact the county OES, who then, initiates contact with the appropriate school district authorized contact (see emergency contact list for school district)

- Superintendent's Office:
- School District Security:
- Custodial Services or Facilities:

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

- Authorized school official contact will inform the Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).
- If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for the Public Health Department
- Contact the principal of the school site being converted into an immunization center (mass prophylaxis center)
- Prior to turning the school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:
 - Perform a site check to record the current condition of the area to be used as an immunization center (mass prophylaxis center).
 - Inventory usable materials within the center's designated area, i.e., toilet tissues, paper towels, soap. Click [Mass Prophylaxis Center Checklist](#) to jump to the form in the functional appendix.
 - Ensure all other areas of the school site are not accessible to the mass prophylaxis center personnel or the public.

SCHOOL DISTRICT site personnel will unlock the school site upon arrival of the Public Health Department and their staff.

Closing the Center

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

- School site personnel compare supplies and materials used, physical property loss and damages.
- Both the Public Health Department and school site personnel inspect the shelter site for:
 - Material and supplies used
 - Property loss
 - Property damage
- When inspection is completed, school site personnel will give the Business Services Department a report of materials used and property damage/loss (photograph)
- Business Services
 - Gives property loss/damage to Risk Management to determine the cost of property loss and repair costs.
 - Formalize a letter to the Public Health Department to file a claim covering loss and material usage

PANDEMIC FLU

Pandemic flu starts when a new flu virus develops and begins to spread around the world. There are steps that individuals, families, and communities (including schools) can and should take to prepare. Schools must help protect the health and safety of staff and students. Experts believe that up to 30 percent of the population may be sick at the same time. When pandemic flu occurs, there will likely be NO VACCINE for the first six months of the pandemic, and antiviral medication will be in very limited supply. To control the spread of illness, social distancing, such as closing schools and having people stay at home, will be the primary approach to preventing the spread of the flu virus. Schools may have to be closed for a few weeks to a month or more if there is an outbreak of flu in the area.

We hope that the checklist on the following pages will help schools and before- and after-school programs plan for a possible flu pandemic. Please note that a separate checklist for childcare agencies and preschools is available at www.cde.ca.gov/ls/he/hn/fluinfo.asp. Not everything on this list will apply to every school and before- and after-school program. This list will serve as a guide to schools and before- and after-school programs as they develop their plans. It is important for all schools and before- and after-school programs to communicate with and know the roles and policies of local agencies, such as the local health department and local office of emergency services. Both of these agencies will have important roles if there is a pandemic.

Follow the link to find a comprehensive [Pandemic Flu Checklist](#).

EMERGENCY COMMUNICATIONS

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

emergency communications may be conducted at your school.

Emergencies within a School

Internal communications will be via:

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

External communications will be via:

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

Emergencies Affecting Two or More Schools

In-district communications will be via:

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

If the emergency is continuing, a Crisis Communications Center will be established to collect and release information.

When using the District Radio System

- Set the radio to Emergency District.
- Firmly push down the button to transmit, wait several seconds, and then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
 - Identify yourself: "This is NAME, POSITION, from SITE."
 - Base will respond.

- Give a message, after the transmission is complete. Base will end with (base number) clear
- Unit to Unit
 - Use unit numbers to begin and end transmissions.

DO NOT interrupt when someone is transmitting exceptions for emergency information.

- Portable units should remain in the charger when not in use.
- Portable units keep a usable charge for ____ to ____ hours.

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

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

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff is to report any news media personnel that appear elsewhere on campus.

6. FUNCTIONAL APPENDIX

THE LGSUHS DISTRICT EMERGENCY PHONE DIRECTORY

This information has been redacted pursuant to CA Education Code Section 32281(f)(1).

District Executive Staff

Heath Rocha, Superintendent	Redacted
Tanya De La Cruz, Public Information & Engagement Officer	Redacted
Ruben Fernandez, Asst. Sup. CBO	Redacted
Toby Mockler, Director of Maintenance, Transportation, Operations, & Facilities	Redacted
Deepa Mukherjee, Asst. Sup. C&I	Redacted
Asst. Sup. Student Services	Redacted

Saratoga High School

Greg Louie, Principal	Redacted
Matt Torrens, Assistant Principal	Redacted
Abra Evanoff, Assistant Principal	Redacted
Kristien Cunningham, Assistant Principal	Redacted
Paul Weir, Plant Manager	Redacted
Lisa Tripp, School Nurse	Redacted

WEBSITE DIRECTORY

LISTED BELOW ARE WEBSITES THAT PROVIDE ADDITIONAL INFORMATION.

www.ready.gov	Disaster Preparedness Information
www.whitehouse.gov	White House
www.dhs.gov	Federal Department of Homeland Security
www.nasponline.org	National Association of School Psychologists
www.fema.gov	Federal Emergency Management Agency
www.cde.ca.gov	California Department of Education
www.caloes.ca.gov	California Office of Emergency Services
www.cdc.gov	Centers for Disease Control and Prevention
www.fbi.gov	Federal Bureau of Investigation
www.sccoe.org	Santa Clara County Office of Education
www.lgsuhd.org	Los Gatos-Saratoga Unified High School District

MASS PROPHYLAXIS CENTER CHECKLIST

INVENTORY

Saratoga High School Portion of School Used as a
Mass Prophylaxis Center (Gymnasiums only)

Current Useable Inventory			Inventory Used by Mass Prophylaxis Center	
Date Inventory Taken:			Date Inventory Taken	
Description	Quantity on Hand	✓	Quantity Used	Comments
Paper Goods				
Toilet Paper				
Hand Towels				
Sanitary Seat Covers				
Other				
Liquid Soap				
Sanitary Supplies				

The signatures of both school personnel & Center manager verifies materials used and will be reimbursed.

School Site Personnel Signature

Mass Prophylaxis Center Management Signature

Date

Date

CONTINUITY OF OPERATIONS PLAN

Role or Topic	Responsibilities	Assigned and Alternates
Essential Functions/ Essential Staff/ Communications	- Identify essential functions and services that are needed to sustain the division's mission and operations. - Determine what functions will ultimately need to be prioritized in the worst-case scenario. - Establish how the division may be reorganized to accommodate the prioritization of functions for the division and for the district. - List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). - Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. - Establish orders of succession, building out three deep for each leadership role. - Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of crisis. - Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. - Establish the methods used for notification and dissemination of critical information. - Ensure that: - Contact rosters are complete	Primary: Superintendent Alternate:

	and up to date ○ General messages are pre-staged when possible ○ Test the system and users by sending occasional test messages ○ Establish a back-up method for messaging	
Critical Resources/ Facilities	● Maintain overall function and facilities operation. ● Review essential functions and responsibilities of back-up personnel. ● Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary. ● Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained. ● Provided building administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems ● Meet with staff and monitor their ability to maintain essential function	Primary: CBO Alternate: Director M&O
Essential Records Management	● Monitors absenteeism and ensures appropriate delegation of authority. ● Work with bargaining units to develop the plan for emergency use of personnel in nontraditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.	Primary: HR Director Alternate:

Reconstitution	• Will be implemented in the event of significant absences or school closure. • Alternate learning strategies will include: ○ Hard copy, self-directed lessons ○ Use of mobile media storage such as the cloud ○ On-line instruction; on-line resources; on-line textbooks • Communication modalities for assignment postings and follow-up: ○ Telephone ○ Postal Service ○ Cell phone ○ Text messages ○ E-mail ○ Automated notification systems ○ Website postings	Primary: Site Principal Alternate:

DISASTER VICTIM / PATIENT TRACKING

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