

Southern Humboldt Unified School District
Comprehensive Safe School Plan
(Education Code Section 32280-32288)

South Fork High School * Miranda Jr. High School
Osprey Learning Center

CDS Code

12-63040-1237007, 12-60304-0129114,
12-63040-1230069 & 12-63040-1230010

South Fork High School, Miranda Jr. High and Osprey Learning Center are safe regular and alternative learning communities. Our goal is to graduate all students as confident learners, who think critically, make responsible choices, pursue goals, and become informed, active citizens. In partnership with our broader community, we will provide an innovative, standards-based academic program that challenges students through a variety of learning experiences to reach their highest potential.

Contact Person: Mr. Jeff Landry, Principal

Telephone Number: 707-943-3144 x3107

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South Fork High School, Miranda Jr. High, & Osprey Learning Center Comprehensive Safe School Plan

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School Year 2016-2017

Purpose and Scope

The Osprey Learning Center/South Fork High School/Miranda Jr. High Comprehensive Safe School Plan (CSSP) provides guidance and direction to principals, faculty and staff who have Emergency Management Responsibilities (EMR). The Emergency Response Plan along with the School Comprehensive Safe School Plan shall be used during an emergency incident involving Osprey Learning Center/South Fork High School/Miranda Jr. High.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact the Superintendent as quickly as possible. S/He will respond immediately to the emergency and alert the appropriate members of the District School Safety Team.

Safe School Leadership Team (SSLT)

The Safe School Leadership Team (SSLT) will take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption.

Standardized Emergency Management System (SEMS) is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: **Field Response, Local Government, Operational Area, Regional, and State**. On November 8, 2007 the Southern Humboldt Board of Trustees adopted resolution 3-0708, use of **National Incident Management System (NIMS)**, for all incident management in the district.

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management. The District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS/NIMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS/NIMS is intended to:

- Facilitate the flow of information within and between levels of the system.
- Facilitate coordination among all responding agencies.

Use of SEMS/NIMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS/NIMS will promote increased coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS/NIMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

Essential Management Functions: SEMS/NIMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration**. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS/NIMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos. Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS/NIMS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS/NIMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS/NIMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS/NIMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. Local emergency responders use the SEMS/NIMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with local agencies.

SAFE SCHOOL LEADERSHIP TEAM

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both Incident Commander and Operations Officers etc.

In the event of an emergency situation, the Safe School Leadership Team should immediately begin assigned duties. For additional information report to the SFHS Office, where you will be assigned duties to oversee and provide directions during the emergency situation. The Incident Commander/designated team will facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Superintendent/Associate Superintendent.

SAFE SCHOOL LEADERSHIP TEAM/CRISIS RESPONSE TEAM

		NAMES	PHONE
Incident Command	Principal	Jeff Landry	223-3308
	1. Alternate	Silas Radcliffe	530-680-7637
	2. Alternate	Colleen O’Sullivan	599-6166
Planning/Intelligence	Office Manager	Debbie Skaggs	559-920-1029
	1. Alternate	Silas Radcliffe	530-680-7637
	2. Alternate	Frankie Parks	267-6827
Operations	Counseling	Colleen O’Sullivan	599-6166
	1. Alternate	Sarah Wilson	923-2260/234-1307
	2. Alternate	Donna Bowman	943-3003
Logistics	Plant Coordinator	Aaron Black	502-6538
	1. Alternate	Mike Parks	932-1587
	2. Alternate	Nick Boyd	943-3324 (672-4612)
	3. Alternate	Karl Terrell	943-1789
Administration/Finance	Financial Secretary	Debbie Skaggs	559-920-1029

EVACUATION/LOCKDOWN TEAMS

- **Team 1 (Counseling, and Attendance Clerks):** Debbie Skaggs check ALL DOORS in the library and C-wing; Donna Bowman checks all doors at Miranda Jr. High (and bathrooms), Colleen O'Sullivan checks all the doors in A wing; Frankie Parks checks all doors in B-wing (include 4 end bathrooms and B5); Silas Radcliffe checks all doors in C-wing and ALL DOORS of the gym; and EVERYONE reports via radio to Office Manager, Debbie Skaggs.
- **Team 2 (Custodian)** checks cafeteria, greenhouse, D1, D2, D3, and D4, and if needed shuts off propane in cafeteria, garden tanks, and tank behind weight room, turns off power at main unit and in boiler room, and reports via radio to Office Manager.

THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team. (TAMT)**. The task of the TAMT is to assess the level of threat posed, determine what level of response the school site will initiate, what district resources may be required and what response may be needed. This team should work with outside agencies when making referrals under Welfare and Intuitions Code 5150. The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed. When engaged in the 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well being when and if returned to school.

STUDENT WELLNESS/THREAT ASSESSMENT TEAM (TAMT)

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Jeff Landry	Principal	Superintendent, Catherine Scott	Vice Principal, Silas Radcliffe
Sarah Wilson	District Psychologist	Donna Bowman	Superintendent, Catherine Scott
Colleen O'Sullivan	Counselor	Donna Bowman	Vice Principal, Silas Radcliffe
Silas Radcliffe	Vice Principal	Donna Bowman	
	Law Enforcement		
	Health Care		

CPR/FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR and First Aid.** In an emergency situation, any staff member may provide assistance. Insure that there are an adequate number of people trained in first aid in addition to the crisis response team. See attached list of staff members trained in CPR and/or first aid for the school year at Osprey Learning Center/South Fork High School/Miranda Jr. High.

CPR	FIRSTAID	NAME	TITLE	ROOM/PHONE
		See attached sheets.		

Refer to the North Coast Schools' Insurance Group Emergency Guidelines flipchart for additional emergency information. A copy of the flipchart and first aid supplies are located in the offices. Additional supplies at school are located in the science labs, boys' and girls' locker room offices, and in shop classes. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a Worker's Compensation incident.

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.** It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

The Principal is the Incident Commander, and Safe School Leadership Team Leader and carries out the following responsibilities:

1. The principal acts as the liaison between the media, school site and district office and maintains communication with appropriate district staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. The principal is responsible for regular updates to the information including, but not limited to emergency phone numbers, trained emergency first aid responders, chemical inventory lists, impaired student mobility list and the location of these students throughout the school day.
3. The principal ensures Safe School Leadership Team members (Logistics/Plant Coordinator/Custodians) are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself; call the utility companies.**
4. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures, depending on the emergency (see code pages)
For evacuation emergencies:
 - a. All teachers and staff are given this safe school plan, and have scheduled drills.
5. Establishes a communications system consisting of the following elements:
 - a. System of specific disaster warning signals that are well known to staff and students, and includes both bell and voice signals.
 - b. Alternate system for written communication (email) with staff in the event voice-to-voice communication is not available, using colors and symbols.
 - c. Designates and enforces exclusive use of a telephone line and number to be used only by the Incident Commander/Principal (or authorized person) and the Superintendent (or designee).
 - d. A Parent Communication Center located in the cafeteria for parents/guardians and for information dissemination in an orderly fashion.
 - e. A Media Communication Center in the library for all media and interested community members to handle inquiries.
 - f. Include a sign-in sheet for all media to complete. (PC 627.2)
 - g. Notify the Superintendent or designee who will inform the Humboldt County Office of Education (445-7000).
 - h. Follow the directions of the Superintendent. Only the Incident Commander/Principal, Superintendent or designee is authorized to release information.
All other personnel should cordially refer the media to the library to await information.
 - i. Designate a person (Operations) to record incidents for documentation purposes including debriefing.
 - j. The Incident Commander may access the Government Emergency Telecommunications Service (GETS) in order to place emergency calls. (Information is kept in the office).

6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only. (see section page 17)
 - Attendance Clerk takes radio, “go box” which includes: registration forms with emergency release information, release sign-out form, passes and pens.
 - Location of release area to be determined by incident (Attendance Office or Cafeteria with parents for low level, front lawn for evacuation).

7. Oversees collection of data confirming accountability of all students and staff.
 - Office Manager (School Secretary) is responsible for taking a radio and the disaster clipboard (master schedule, disaster log, blank attendance report forms, school map). For an evacuation drill the Office Manager is initially located on the bleachers on the football field below the announcer’s booth. As search teams report in they are checked off on the log. After the staff turns in their attendance report forms (with student accounting/locations and injury reports) the summary is radioed to the Incident Commander. When and if safe to return the Office Manager will return to the Administration Office or set up alternative Command Center if necessary.
 - Staff without students will be assigned at incident time, by reporting to the Office Manager for duty assignment.

8. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus. **Evacuation/Lockdown teams 1 & 2, Jennifer McClure, Brice Gummingsall, and Cliff Kitts @OLC** (as soon as relieved from students).
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment. **Evacuation/Lockdown teams 1 & 2 and available teachers.**
 - c. Conduct search-and-rescue operations to systematically search specific rooms in order to assist and locate trapped/injured persons and to recover critical supplies and equipment. **Evacuation/Lockdown teams 1 & 2 and available teachers.**
 - d. Establish/coordinate the Parent/Guardian (café) and the Media (library) Communication Center. **Operations/Counseling Department.**
 - e. Administer first aid. **Incident Commander will designate person as needed.**
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations. **Austin Garza and Silas Radcliffe** (Gym used for injured).
 - g. Supervise Student Release Procedures. Attendance Clerk: **Frankie Parks**
 - h. Check building utility systems and appliances for damage. **Logistics/Plant Coordinator/Custodian**

9. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents.

10. Oversees regular site inspections for safety hazards, and takes corrective action on identified hazards.

11. Plans alternate classroom evacuation routes, if standard routes are obstructed.

12. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.

13. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the sites.

OSPREY LEARNING CENTER/SOUTH FORK HIGH SCHOOL/MIRANDA JR. HIGH 2-WAY RADIO PROCEDURES

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
- Minimize transmissions. Keep sentences short.
- Do not use personal names.
- Key radio, wait 2 seconds then speak slowly, clearly, within two inches of the radio
- Use clear “sign-off” terms, (ie. 303 clear etc)
- During normal use, use only the channel assigned to your school.
- **IN CASE OF A BOMB THREAT, DO NOT ACTIVATE RADIOS, AS THE FREQUENCY MAY ACTIVATE THE BOMB.**

District & County Emergency Phone Numbers

Superintendent- Catherine Scott 707-496-8991

SHUSD Office-943-1789, 943-3648

Osprey Learning Center/South Fork High School/Miranda Jr. High Principal- Jeff Landry 725-3843

School Site Utilities Location (water, power, gas) Aaron Black 502-6538, Mike Parks 932-1587, Nick Boyd 672-4612

District Bus Transportation and Maintenance 943-3648; Karl Terrell 496-0292

Maintenance Department– 943-3324- Nick Boyd 672-4612

District Psychological Services-Sarah Wilson 923-2260 (cell 234-1307)

Counselor – Colleen O’Sullivan 599-6166

Vice Principal – Silas Radcliffe 209-678-4717

HCOE Risk Manager – Kimberly Comet 445-7067

Communications – Century Executone 800-927-8358

Technology Services – Computers- NMS 768-1788; SHUSD Jeff Weber 616-3811; HCOE Gabor Sziladi 445-7033

CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the school office. Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual district policy.

EVACUATION PLANS

Stage One Evacuation: ON SITE: All students and staff are evacuated from buildings per route or alternate route and stationed on the football field in designated areas. Command Center located in SFHS Office

Stage Two Relocation: OFF CAMPUS: At the direction of the District Incident Commander, all students and staff are relocated to a determined location off campus (Mormon Church on School Road) at time of event. Alternate Incident Command Center located outside Maintenance. Coordinate with SHSU District Transportation and Maintenance Departments, Humboldt County Sheriff, and Miranda Volunteer Fire Department. (gas leak, fallen aircraft...) Plans shall be based on the current "Key Plan" maps obtained from Maintenance/Operations.

Evacuation Plan Checklist:

- ❑ Detailed campus diagrams that show:
 - Evacuation routes
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both buses and autos)
 - Student Release area (cafeteria)
 - Press / information area (library)

- ❑ Teams
 - Crisis Response Team (Safe School Leadership Team)
 - Evacuation/Lockdown/Search Teams 1 (Counseling, Student Service Techs, Vice Principal and Attendance Clerk) & Team 2 (Custodian)
 - Student Wellness/Threat Assessment (Principal, Vice Principal, Counselor, District Psychologist)
 - First Aid Team
 - Student Release Team (Attendance Clerk and Special Education Aides)

- ❑ TEACHING STAFF: Classroom evacuation materials (roll sheets and disaster information).

- ❑ STAFF UNASSIGNED TO STUDENTS AT THE TIME OF THE EMERGENCY; report to the Office Manager in the school office or on the field bleachers (in an evacuation) for direction, (unless an imminent danger lockdown, then lock yourself in the room you are in if possible, or go the nearest locked room).

STAFF CRISIS MANAGEMENT PLAN EMERGENCY RESPONSE PROCEDURES

Site specific response procedures should be included for the following:

1. Duck, Cover and Hold/Earthquake (Green)
*Stay in room take cover.
2. Building Evacuation Fire/Earthquake (Yellow)
*Take roll sheet and attendance report sheet, lock windows and door, place correct color placard (red/green) on door, and evacuate via plan.
3. Shelter in Place/ Modified Lockdown (Blue) **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL “MODIFIED OPERATION HIBERNATE” (must radio gym and D wing classes)** or communication via radio, and office staff will go door to door informing staff of modified lockdown. **When over, an “ALL CLEAR” will be verbal signal over the intercom (must radio gym and D wing classes).**
*Close windows and curtains, carefully open door and get everyone inside rooms, including students and staff seeking shelter, then lock classroom door.
*Cover window on door with paper. All students seated, take roll, and document the names of all students present and not present.
4. Lockdown Imminent Danger (Red) Imminent Danger Signal – **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL “OPERATION HIBERNATE”, OVER THE INTERCOM (must radio gym and D wing classes). WHEN OVER, AN “ALL CLEAR” WILL BE VERBAL SIGNAL OVER THE INTERCOM (must radio gym and D wing classes). DO NOT CALL THE OFFICE OR USE THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.**
*Immediately lock classroom door and cover door window with paper, close all windows, blinds and curtains. Instruct students to sit/lie on the floor (out of the direct line of projectile coming through the windows). Turn off all lights. Instruct students to remain silent, take roll. Await further instruction from Crisis Response Team or Police. Cafeteria students and staff close and lock serving windows, lock kitchen doors, go into storage area and close pass door. PE teacher will gather ALL students into the boy’s locker room shower area for maximum protection. All layers of doors are to be locked.
5. Threat Assessment w/o schoolwide action (White)
*Refer any threats to staff or students to the principal or designee.

Each procedure should contain the following elements:

1. Code designation
 - a. Verbal: (Code Green, Yellow, Blue, Red, and White)
 - b. Bell signal (Bells or Fire Alarm) **(must radio gym and D wing classes)**
 - c. Written: (Code Green: Duck, Cover and Hold; Code Yellow: Building Evacuation; Code Blue: Shelter in Place/Modified Lockdown; Code Red: Lockdown/Imminent Danger; White: Treat Assessment w/o schoolwide response)
2. Description of incidents that will trigger the code
3. Description of action to be taken by teachers, students and CRT
4. Procedure and signal to rescind code

Code Green

Duck, Cover and Hold

Signal: Shaking (drill use 2 long bells and/or intercom all call)

To be used in the event of:

- Earthquake
- Fallen Aircraft
- Possible Explosion
- Tornado/Severe Storm

Teachers will:

- Direct students away from windows, bookshelves and carts.
- Direct students to duck under desks, tables etc. and cover their heads and faces with their arms.
- Assume the same duck and cover position as the students.
- Await further instructions from Crisis Response Team or “All Clear” signal.
- After the “All Clear” signal, take roll and determine the condition of all students in the room.
- Report injuries or other immediate safety concerns to the Planning/Intelligence-Office Manager.

Students will:

- Move quickly away from windows, bookshelves or unsecured carts or equipment.
- If possible, duck under desks or tables.
- Once positioned, kneel with head resting at knees, arms covering back of head.
- Remain in place until given the “All Clear” signal.

Crisis Response Team Members will:

- Determine the level of response required for the incident.
- Establish an incident command center.
- Notify District officials (Incident Commander/Principal).
- Prepare materials for emergency response personnel (Operations in cooperation with Logistics).

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal/ appropriate civil authority).
- Teachers are given the “All Clear” signal: either one long bell or verbal instructions.

Code Yellow

Building Evacuation

Signal: Use fire alarm

To be used in the event of:

- Fire - Chemical spill (on campus)
- Severe Earthquake (evacuation after initial code Green)

Teachers will:

- Take roll books.
- Escort their students out of the building by the assigned (or safest) route to the room's assigned location on the football field.
- Close and lock all windows, **lock classroom door** after assuring that all students are out of the room.
- **DISPLAY DOOR PLACARD: GREEN SIDE OUT IF NO ONE IS LEFT INSIDE. RED SIDE OUT IF ANYONE IS LEFT IN THE ROOM.**
- Take roll once all students have arrived at the assigned area.
- Display clipboard with Red/Green sign to the response team.
- Await further instructions from Crisis Response Team.

Students will:

- File out of classrooms in a quiet orderly manner as directed by teachers.
- Assemble in the designated area for their classroom.
- Permit the teacher to take roll in a quiet and orderly manner.
- Await further instructions from their teacher.

Crisis Response Team Members will:

- Determine the level of response required for the incident.
- Establish an incident command center (first location choice is in the school office).
- Notify District officials (Incident Commander/Principal).
- Convene Student Release team if needed (Attendance Clerk-Frankie Parks).
- Prepare materials for emergency response personnel (Operations in cooperation with Logistics).

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal/ appropriate civil authority).
- Teachers are given the "All Clear" signal: either one long bell or verbal instructions.

Code Blue

Shelter in Place/Modified Lockdown

Signal: 3 Bells followed by “Modified Operation Hibernate” intercom all call (must radio gym),
or door-to-door/ adult-to-adult communication

To be used in the event of:

- Chemical spill (off campus)
- Gunfire/Police action, civil disturbance in vicinity
- Flood/Blackout/power failure
- Stranger on or near campus

Teachers will:

- Close windows and curtains.
- Carefully open door and get everyone inside rooms, including students and staff seeking shelter. Lock classroom door.
- Cover window on door with paper. All students seated, take roll, and document the names of all students present and not present.
- Await further instructions from Crisis Response Team or “All Clear” signal.

Students will:

- Report to the nearest classroom, common room or office area.
- Identify themselves to the teacher or staff member in charge.
- Sit calmly and quietly and continue assigned work.
- Await further instructions from teacher or staff member.
- All PE classes will stay in the gym with the doors locked.

Teachers and other staff without students will:

- Report to the office to be of assistance.

Crisis Response Team Members will:

- Determine the level of response required for the incident.
- Establish an incident command center (first location choice is in the school office).
- Notify District officials (Incident Commander/Principal).
- Prepare materials for emergency response personnel (Operations in cooperation with Logistics).

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal/ designee/appropriate civil authority).
- Teachers are given the “All Clear” signal by staff going door to door or intercom announcement.

Code Red

Lockdown/Imminent Danger (highest level)

Signal: 3 Bells and verbal "Operation Hibernate" over intercom (must radio gym)

To be used in the event of:

- Armed Intruder
- Hostage Crisis

Teachers will:

- Immediately close all windows, blinds and curtains.
- Instruct students to sit/lie on the floor (out of the direct line of projectile coming through the windows).
- Lock classroom door and cover door window with paper.
- Turn off all lights.
- Instruct students to remain silent, take roll.
- Await further instruction from Crisis Response Team or Police.
- NOTE: Cafeteria students and staff close and lock serving windows, lock kitchen doors, go into storage area and close pass door.
- NOTE: PE teacher will gather ALL students into the boy's locker room shower area for maximum protection. All layers of doors are to be locked.

Students will:

- Immediately drop to the floor, away from doors or windows.
- Remain silent.
- Await further instructions from teacher.

Crisis Response Team Members will:

- Establish communication with appropriate law enforcement agency.
- Establish an incident command center (first location choice is in the school office).
- Notify District officials (Incident Commander/Principal).
- Prepare materials for emergency response personnel (Operations in cooperation with Logistics).

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal/ ranking law enforcement official).
- Teachers are given the "All Clear" signal: either one long bell or verbal instructions.

IMMINENT DANGER/LOCKDOWN PROCEDURE

An extreme emergency exists when one or more of the following situations occur on campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) mass protest, or (4) helicopter searches or SWAT team operations. CALL 911 AND THE DISTRICT OFFICE.

1. Imminent Danger Signal –**3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL “OPERATION HIBERNATE” (must radio gym and D wing classes), OVER THE INTERCOM. WHEN OVER, AN “ALL CLEAR” WILL BE VERBAL SIGNAL OVER THE INTERCOM. DO NOT CALL THE OFFICE OR USE THE INTERCOM FROM ANY ROOM UNLESS (AND ONLY WHEN) THE PROBLEM IS IN YOUR ROOM.**
2. THE INCIDENT COMMANDER/PRINCIPAL will be in charge, the gym will be utilized as a first aid center, and the first aid team will maintain organization and oversee first aid.
3. The Incident Commander or designee will maintain phone communication with the district office for internal communications.
4. The Incident Commander, Office Manager or designee will inform OLC/MJH/SFHS and the transportation department of the Lockdown.
5. The Incident Commander or designee will identify a person to serve as public information contact under the direction of the district office.
6. The Plant Coordinator (and custodians) will be responsible for checking, then locking all: restrooms doors, library doors, A and C wing hall entry doors, A wing conference room, staff room doors, gym, custodial closets and gates. They will advise the Office Manager of the location and names of any students they lock in these rooms, because they are unable to be moved.
7. Teachers who are unassigned should take the lockdown in the room where they are and wait for instructions.
8. When the imminent danger signal is given, teachers should take the following actions:
 - Have someone close and lock all windows, and pull curtains closed.
 - Look through the glass on the door as you carefully open it and check for students in the hall, ushering them inside your room immediately. Supervise the area outside room until students are in rooms.
 - Lock doors. Cover door window with paper.
 - Students in rooms are to take the protective position.
 - Take roll so that there is an accurate accounting of students.
 - Teachers and students to remain in classroom until the all-clear signal is given.
 - Sit tight; and do not call the office UNLESS THE DANGER IS IN YOUR ROOM.
 - At this time do not allow electronic devices to be used.
9. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor, out of the direct line of fire.
10. Some staff may be asked to secure the perimeter of the campus, allowing no entering or exiting; keeping the principal informed via radio.
11. The Secretary and the Attendance Clerk office will make the calls if possible (see page 30) and then lock themselves in the safe.
12. School staff should stay (*see government code below) until crisis is over.
13. When it is determined to be “all clear” the following method of notification will be used.
 1. **Verbal signal over the intercom. “ALL CLEAR” (must radio gym and D wing classes), and/or**
 2. The appointed staff will inform rooms.
14. If possible, debriefing should occur the same day.

MODIFIED LOCKDOWN PROCEDURE

1. When determined by the Incident Commander /principal or designee that a Modified Lockdown is in order: Announcement of a modified lockdown can be
 1. **3 BELLS WILL RING FOLLOWED BY VERBAL SIGNAL “MODIFIED OPERATION HIBERNATE” over intercom** (must radio gym and D wing classes) and/or
 2. Communicate via radio, and go door to door informing staff to keep students in rooms and lock the door. Assigned staff: **Teams 1 & 2**
 - The Incident Commander or designee will call the district office and 911 as directed by the Incident Commander/Principal.
 - The Incident Commander will ask the District Office to inform OLC/MJH/SFHS offices and the transportation department of the Modified Lockdown.
 - SFHS Office cadets are housed in the safe. Assigned and responding staff (including **Teams 1 & 2, will notify** all classrooms, library, cafeteria, gym, and shop classes, and keep in contact with the command center.
 - The Plant Coordinator (custodian) and other assigned staff will be responsible for **checking, then locking all:** unoccupied classrooms, restrooms doors, library doors, A and C wing hall entry doors, A wing conference room, staff room doors, gym, custodial closets and gates. They will escort students located in these rooms to the nearest supervised classroom, and let the office know the names and location of the students.
 - Teachers on prep and other available staff should report to the school office for further directions.
2. During Modified Lockdown some staff maybe asked to secure the perimeter of the campus, allowing no entering or exiting; keeping the Incident Commander, etc. informed via radio.
3. If Modified Lockdown continues through release time, one bus will come to SFHS/MJH and Osprey campus at a time and only the students for that bus will be dismissed at that time. All staff will be involved in the safe exit of students.
4. When it is determined to be “all clear” the following method of notification will be used.
 1. **Verbal signal over the intercom. “ALL CLEAR” (must radio gym), and**
 2. **The appointed staff will inform the same rooms that they originally notified.**(Note: Not all classrooms hear bells, so staff needs to go to all rooms.)
5. If possible, debriefing should occur the same day.

***State of California Government Code, Chapter 8, Division IV, Title I**

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared.

STUDENT RELEASE TEAM

This team, led by the Attendance Clerk, is the only team, which should release students to parent(s) or guardian(s). Team responsibilities *may* include:

- ✓ Updating student enrollment lists on a regular basis.
- ✓ Maintaining a “go box” with pens, registration and release forms, clipboards, etc., needed to establish a student release area.
- ✓ Securing “go box” and radio when a crisis occurs.
- ✓ Setting up and maintaining release area in the **cafeteria**.
- ✓ Assigning team(s) dedicated to the release of students.
- ✓ Providing information for other teams needing information.
- ✓ Reuniting students with parents or guardians when authorized by the site principal.
- ✓ Ensuring that students are released to authorized parent or guardian by using the sign-out form on the next page.
- ✓ Registration forms and class lists (Always ready to be taken to student release area)
- ✓ Parent/Guardian sign-out log and forms

STAFF MEMBER	TITLE	EMERGENCY TASK
Frankie Parks	Attendance Clerk	Supervising set-up in CAFE, proper equipment, forms etc. and proper release of students
▪ Donna Bowman	Secretary	Release assistant
▪ Corinna McDavitt	Special Education Aide	Release of students (or stay w/ SDC students if needed)
▪ D’Ann Teasley	Cook	Release of students
▪ Austin Garza	Student Services Tech	Release of students (and First Aid in Gym or Operations as needed)
▪ Lydia Green	Special Education Aide	Release of students (or stay w/ SDC students if needed)
Runners:		
▪ Responsible students	Students	Take sign-out pass to person supervising students and returns to release area with student.
▪ Available staff	Staff	Take sign-out pass to person supervising students and returns to release area with student.

**Osprey Learning Center/South Fork High School/Miranda Jr. High
Student Release Form**

Date: _____ of emergency & location of emergency _____

STUDENT NAME	PARENT/GUARDIAN (or person with rights to) picking up student Printed name.....andSignature	TIME

Drill Schedule

2016-2017 FIRE DRILL (1 x/semester; w/evacuation)

SEMESTER	DATE	TIME
Fall	TBD	10:15 AM
Spring		
MJH additional quarter		
MJH additional quarter		

2016-2017 EARTHQUAKE DRILL (1 x/semester; 1 w/ evacuation)

SEMESTER	DATE	TIME
Fall	TBD	10:15 AM
Spring		

2016-2017 LOCKDOWN DRILL (2 x/year; 1 modified and 1 imminent danger)

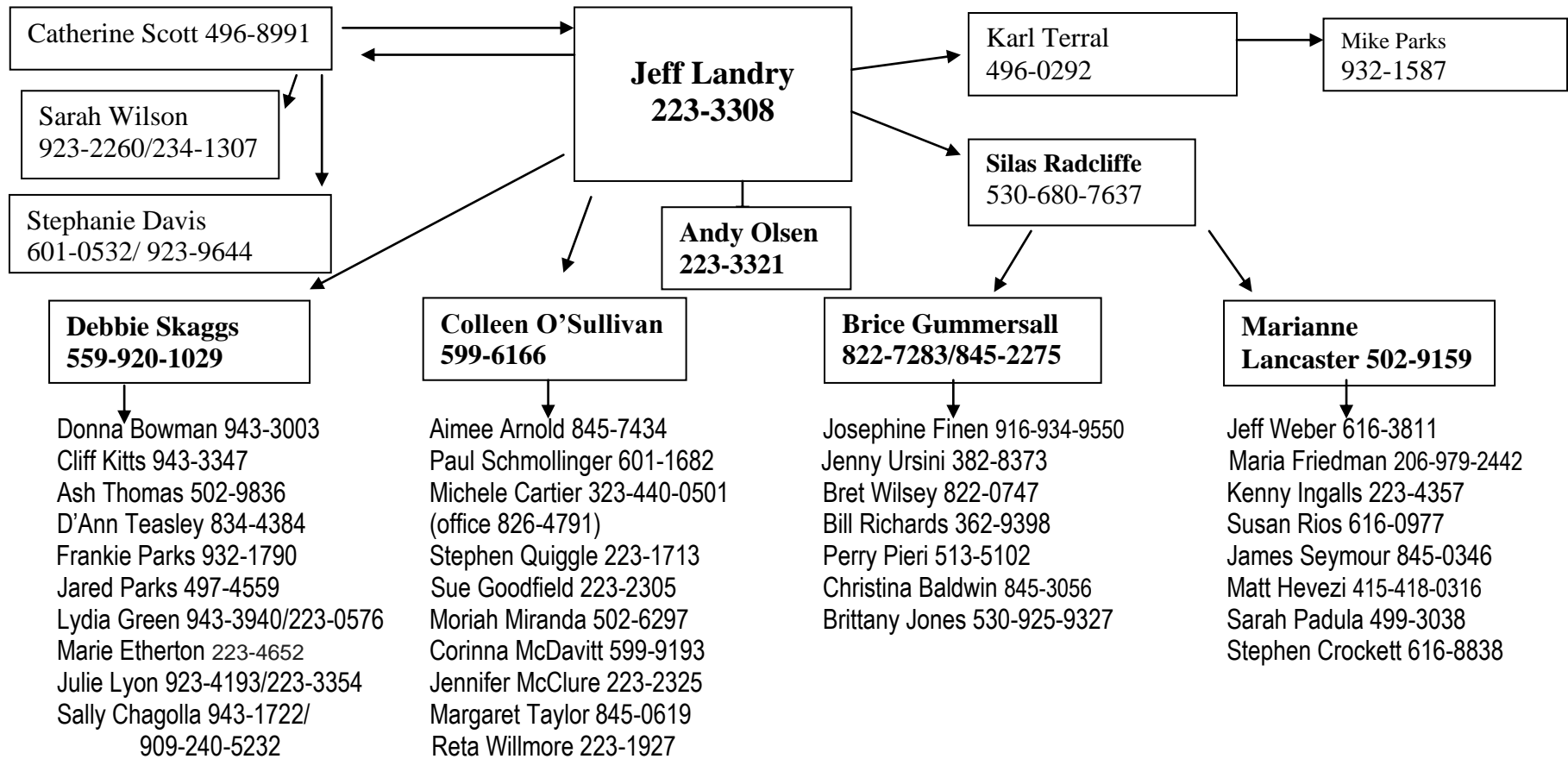
	DATE	TIME
YEARLY (MODIFIED)		
YEARLY (IMMINENT DANGER)		

2016-2017 THREAT DRILL Threat assessment (1 x/year if no actual one occurred)

	DATE	TIME
YEARLY		

PHONE TREE
(Do Not Publish)

Once it is verified that a crisis exists, the principal or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.



NOTE: Debbie, Colleen, Brice and Marianne you are responsible to notify the people listed below you. You may distribute calls with those in your column.

Additional Requirements for a Comprehensive School Safety Plan for a safe and orderly school environment conducive to learning.
Child Abuse Reporting procedures: <ul style="list-style-type: none"> All staff members are trained in child abuse reporting and are required to successfully complete the online training.
Disaster procedures, routine and emergency, include adaptations for pupils with disabilities. <ul style="list-style-type: none"> Children with wheelchairs or other limitations are assisted by the aides in that classroom.
Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare. <ul style="list-style-type: none"> Red Cross and Southern Humboldt Disaster Preparedness have included our schools in their area disaster plan.
The rules and procedures on school discipline. Hate crime reporting procedures and policies. Policies and procedures which lead to suspension and/or expulsion. <ul style="list-style-type: none"> Students have a clear understanding of expectations and consequences per the discipline matrix.
Procedures to notify teachers of dangerous pupils. <ul style="list-style-type: none"> Annually at meetings prior to the school year beginning teachers are given this documentation, as sign that they have read the information. Throughout the year teachers are notified of all suspensions as they happen.
Policy prohibiting discrimination, harassment, intimidation, and bullying. <ul style="list-style-type: none"> Southern Humboldt Unified School District has board policies regarding these matters. BP 5145.3 Nondiscrimination/Harassment, BP 514.7 and AR 5145.7 Sexual Harassment are given to teachers on the first day of school and the teacher reviews the policies with the students so they understand.
Provisions of any school site dress code, including prohibition of “gang-related” apparel. <ul style="list-style-type: none"> As per BP 5132 our schools have a dress code which includes “...All clothing, jewelry and personal items (including hats, backpacks, fanny packs, gym bags, water bottles etc.) must be free of writing, pictures or any other insignia depicting vulgarity, sex, violence, graffiti, reference to gangs, and references to alcohol and other drugs, tobacco, ethnic, nationality, gender, religious or racial prejudice or violence.”
Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus. <ul style="list-style-type: none"> Our campuses are safe to ingress and egress at all times.
Access to the school campus (visitors). <ul style="list-style-type: none"> Visitors are directed to the office to the school secretary.
All violent incidents are reported to law enforcement and our district office.
After a crisis occurs there is always student wellness meetings and counseling.
Staff development in violence prevention and intervention techniques includes all bus drivers, special

<p>education staff, administration, and the secretary certified in CPI through our certified district trainers. Crisis Prevention Intervention training provides intervention techniques focus on safe management of disruptive and assaultive behavior. The nonviolent Crisis Intervention training emphasis is on care, welfare, safety and security for both those in your care and yourself. Annual training and recertification is required. Follow up always includes a student/staff wellness debriefing meeting.</p>
<p>The Southern Humboldt Family Partnership is a collaborative group of school personnel, community leaders, organizations and agencies that meets monthly that developes common goals and community strategies for violence prevention.</p>
<p>The district plan includes procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.</p> <ul style="list-style-type: none"> • Southern Humboldt Unified School District has a pesticide policy and management plan.

Threat Assessment and 5150 Procedures

THREAT ASSESSMENT/STUDENT WELLNESS PLAN

E.C. 48900.7

Suspension: Terroristic Threats

- (a) *In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.*
- (b) *For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)*

California Welfare and Institutions Code 5150

When any person, as a result of mental health disorder, is a danger to others, or to himself/ herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.

Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he/she knows to be false.

STUDENT WELLNESS TEAMS and THREAT ASSESSMENT

Student Wellness Teams are responsible to the Site Principal for coordinating safety/wellness/education plans for students who have been or are at risk for WI Code 5150 status designation as determined by a Threat Assessment Incident & Initial Review Forms. The School Site collaboratively determines how the Student Wellness Team operates; keeping at the forefront adherence to State and Federal confidentiality laws, professional scope of practice, ethics, and best practices guidelines. Minimally, Student Wellness Teams include Site Administration, the Psychologist, the student, and the student's parent(s)/guardian(s). Others may be School Nurse, School Counselor, School Social Workers, Student Assistance Program therapists, Mental Health Workers (County/ contracted), and private providers. The Student Wellness Team may schedule meetings as needed after a student has been assessed. The meetings do not have to be formal, but must be documented on the Student Wellness Intervention Plan. The plan is intended to be short-term and for the acute situation only. **Roles and responsibilities will be determined by the Site Administration.** The Professional completing the Threat Assessment forms will be the contact person until the Student Wellness Team meets and determines who the contact (case manager) will be. Site Administrator will fill out the Student Release Form verifying the official capacity of the person when student is released. Site 5150 files will be maintained by Site Administration or designee. Site Administration will have a debriefing meeting with entire staff at an appropriate time. The Student Wellness Team will develop an intervention plan and disseminate to all personnel working with the student.

1. What are the student's motive(s) and goals?

- What motivated the student to make the statement or take the actions that caused him/her to come to attention?
- Does the situation or circumstance that led to these statements or actions still exist?
- Does the student have a major grievance or grudge? Against whom?
- What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?

2. Has the student shown inappropriate interest in any of the following?

- School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.

3. Have there been any communications suggesting ideas or intent to attack?

- What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or Web Site concerning his/her ideas and/or intentions?
- Have friends been alerted or "warned away"?

4. Has the student engaged in attack-related behaviors? These behaviors might include:

- Developing an attack idea or plan
- Making efforts to acquire or practice with weapons
- Casing or checking out, possible sites and areas for an attack
- Rehearsing attacks or ambushes

5. Is the student's conversation and "story" consistent with his or her actions?

- Does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is going on?

6. Does the student have the capacity to carry out an act of targeted violence?

- How organized is the student's thinking and behavior?
- Does the student have the means; e.g., access to a weapon, to carry out an attack?

7. Is the student experiencing hopelessness, desperation and/or despair?

- Is there information to suggest that the student is experiencing desperation and/or despair?
- Has the student experienced a recent failure, loss and/or loss of status?
- Is the student known to be having difficulty coping with a stressful event?
- Is the student now, or has the student ever been, suicidal or "accident-prone"?
- Has the student engaged in behavior that suggests that he or she has considered ending their life?

8. Does the student have a trusting relationship with at least one responsible adult?

- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)
- Is the student emotionally connected to—or disconnected from—other students?
- Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

9. Are other people concerned about the student's potential for violence?

- Are those who know the student concerned that he or she might take action based on violent ideas or plans?
- Are those who know the student concerned about a specific target?
- Have those who know the student witnessed recent changes or escalations in mood and behavior?

10. What circumstances might affect the likelihood of an attack?

- What factors in the student's life and/or environment might increase or decrease the likelihood the student will attempt an attack at school?
- What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?)

11. Does the student see violence as an acceptable—or desirable—or the only—way to solve problems?

- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the student been "dared" by others to engage in an act of violence?

REMOVAL OF STUDENT FROM SCHOOL DURING SCHOOL HOURS

The student was removed from _____ School during school hours by _____
(School) (Department) (Title)

When making an arrest or taking a child into custody in accordance with the laws of this State and the rules and regulations of this district. (BP/AR 5145.11)

(Student's Name) (Birth date) (Age)

(Parent/Guardian's Name) (Address) (Phone)

1. _____
(Facility and address where child was taken)

2. Name of Peace Officer _____ Badge No. _____

3. Mental Health/Law Enforcement Agency _____

4. **Basis for action (check one)**

- Section 836 – Penal Code (Arrest without warrant)
- Warrant for arrest
- Section 5150 – Welfare and Institutions Code – Danger to self/other, gravely disturbed
- Section 305 – Welfare and Institutions Code – Without warrant (protective custody)
- Section 625 – Welfare and Institutions Code – Without warrant (minor is suspected of a crime)
- With express permission of parent
- In case of emergency when parent cannot be reached
- In case of emergency when rights of one of the persons involved might otherwise be seriously impaired. (such as child abuse investigation)

5. Parent notified by _____ of the removal and place where student taken. ***Except in child abuse investigation**
Date _____ Time _____

(Signature of Principal/Designee)

***E.C. 48906. When a principal or other school official releases a minor student of such school to a peace officer for the purpose of removing the minor from school premises, such school official shall take immediate steps to notify the parent/guardian, or responsible relative of the minor regarding the release of the minor to such officer, and regarding the place to which the minor is reportedly being taken.**

South Fork High School / Osprey Learning Center Medical Emergency Protocol

Staff procedures for serious student injuries or illness:

1. Call 911 if the student is not breathing, or is losing a massive amount of blood, and is in immediate danger.
2. Call office personnel to report a medical emergency in the following order:
 - ▶ PHONE ext. 3100 Debbie, 3101 Frankie, 3107 Jeff, 3143 Silas, 3125 Donna - tell them it is a medical emergency - they will notify follow the chain of command. IF YOU CANNOT MAKE CONTACT WITH THE EXTENSIONS SEND A RUNNER TO THE OFFICE.
3. Clear the area (or room if necessary) of all students and clear the space around the student. If back or neck injury is suspected do not move student. Keep student on back if conscious. Place student in side-lying position if unconscious. Cover student with jacket and raise legs on backpack. Hard or soft neck restraints (collars) are in the school office.

A. Principal or designee (or chain of command) will:

1. Call 911 if it hasn't been done and is deemed necessary. The principal will make the determination to call 911, in consultation with student's physician and/or parent. If unable to call the principal will provide the information and ask the secretary to either place the call or relieve her so she may. (Immediately notify the secretary and principal if it hasn't been done.)
2. Ask for assistance as soon as possible. The principal may need a recorder, a runner, and/or an assistant to help provide medical care. Students will not be assigned any of these roles unless school personnel or other adults are not available.
3. Stay with the student and administer emergency care. (Assign someone to fill out the report; see attached).
4. Give report to student's medical practitioner and/or ER physician, discuss appropriate medical facility, and receive medical orders.
5. Contact parents/guardians and give a brief description of the emergency. Tell parents an ambulance has been called. If the parent refuses an ambulance or any necessary medical care, such as a neck brace for neck injury, and the principal feels it is required, call law enforcement. IF not really necessary, cancel ambulance.
6. Be sure to document the following: the time the incident started, vital signs, physical assessment, student's medical history, current medications, and events preceding the medical emergency, the time 911 was called, the time of parent contact, and the time you received parent permission, the time and whom you gave over command to, and the time ambulance arrived and left school on the form on page 26.
7. Give report to arriving fire personnel, and relinquish command to the higher trained medical responder that is first on the scene.
8. If traveling to the hospital give report to the Emergency Room nurse and/or physician at the Jerold Phelps Hospital Emergency Room in Garberville 923-3921 (unless it is known that student is being transported directly to Redwood Memorial Hospital 725-3361). Keep in mind that the ambulance medic will also be calling in his/her report to the ER nurse and/or physician en- route.
9. Document the time the ambulance left school.

Note: Critical medical conditions will always be transferred to Redwood Memorial Hospital or St. Joseph. However, the decision on the appropriate ER facility will be made by the Jerold Phelps Community Hospital Emergency Room physician.

B. School Secretary or chain of command responsibilities:

1. If needed call 911 and request an ambulance if needed.
2. Keep parent informed of developments.
3. Send available support to help supervise class if needed.
4. Keep principal informed and call the Medical Emergency response team members to the scene if needed.
5. Verify that student's backpack/belongings were brought to the office, or are with the student.

6. Have a staff member stand outside and direct the ambulance to the scene.
7. The principal, secretary or other school personnel will search (if deemed necessary) the student's backpack, and locker, especially if drug use is suspected or confirmed using proper search and seizure policy.
8. Have the Attendance Clerk check student's medical record on SCHOOLWISE, and in the cum record for special conditions, and copy for the medical responders.
9. Work with the principal to see that all nurse duties have been fulfilled.

C. Directions for making 911 call:

1. Identify yourself and say: We need an ambulance to come to South Fork High School/Miranda Jr. High at 6831 Avenue of the Giants, or Osprey Learning Center at 159 Orchard Lane in Miranda.
2. Be specific about which entry to come to and the location of the student.
3. Briefly identify the nature of the emergency such as drug reaction or overdose, rapid or slow heart rate, neck injury, asthma attack, anaphylactic reaction, etc.
4. Let the operator know if CPR is in progress or any other procedures like oxygen, neck restraints, etc.
5. Identify which emergency personnel are on the scene.
6. Ask for estimated time of arrival (ETA). Tell them someone will meet them at the curb and take them to the student.

D. Equipment available on campus

1. Minor First Aid supplies in shop class and office.
2. Daily first aid supplies in the office.
3. Backboard (bright green) - located in the staff room.
4. Crutches in the staff room.
5. Wheel Chair in the staff room.
6. Blood pressure cuff, stethoscope, are in the office.
7. Medical Emergency procedures (on posters) are located in the gym in boys and girls locker rooms, in the front office, library, and cafeteria.

E. Northcoast EMS Emergency First Aid Guidelines for California Schools

The purpose of these guidelines is to assist school staff to respond to medical emergencies until emergency medical professionals arrive on scene. Emergency First Aid Guidelines binders will be kept in the office. Individual departments will have copies of pertinent First Aid protocols.

Medical Emergency procedures (on posters) are located in the gym in boys and girls locker rooms, in the front office, library, and cafeteria.

Illness / Injury Reports Staff will complete an illness/injury report and forward to the principal or school secretary.

Students with Special Medical Conditions

- The principal or designee will present list of students with asthma, seizures, diabetes, and other medical conditions that may need staff assistance in the event of an emergency to staff annually, and log the medical condition in SCHOOLWISE under "medical".
- Medications are kept in the SAFE IN THE OFFICE and cabinet in the Junior High Office (or C1 in locked cabinet) in folders labeled with individual student's names.
- The office will log when students take medicine.
- A list of students in Special Day class with special medical needs is kept in the Special Day classroom.

Document the following:

1. DATE: _____
2. Name of student _____
3. Birth date of student _____
4. Location of incident _____
5. The time the incident started _____
6. Vital signs, BP ____/____, Pulse _____
7. Physical assessment _____

8. Student's medical history _____

9. Current medications _____

10. Events preceding the medical emergency _____

11. The time 911 was called _____
12. The time of parent contact _____
13. Whom did you speak with _____
14. The time and whom you gave over command to _____
15. The time ambulance arrived and left school.
Arrival time: _____
Departure time: _____
Print and Sign your name: _____

**Osprey Learning Center/South Fork High School/Miranda Jr. High
Emergency/Crisis Student Attendance (accountability) Report Form**

Teacher name: _____

Date: _____ Period # _____ Time: _____ Room # _____

Check:

Teacher accounted for. Other staff in room: _____
Adult injured Y N Adult(s) accounted for: Where?

All students accounted for, no injuries.

All students accounted for and with me, but we have minor injuries. The students are:

Not all students are accounted for. List students missing and indicate where they might be:

Major injuries: list name and location (these should only be moved from the room if they are in immediate danger)

TEACHERS: PLEASE KEEP SEVERAL COPIES OF THIS FORM WITH YOUR ROLL BOOK.

**Osprey Learning Center/South Fork High School/Miranda Jr. High
Emergency/Crisis DISASTER LOG for _____ (date)**

Electricity: Main power switch behind Art Room (Custodians) Yes No

Gas:

- 1. **Garden** Yes No
- 2. **Behind weight room** Yes No

Buildings Clear:

- A Wing (Colleen)** Yes No
- B Wing (Frankie)** Yes No
- C Wing (Silas)** Yes No
- Gym (Austin)** Yes No
- Both B wing bathrooms (Frankie)** Yes No
- Library (Silas)** Yes No
- MJH Rooms 1-6 (Donna)** Yes No
- MJH S Lab/Office/Bathrooms (Donna)** Yes No
- Café, Greenhouse (Custodian)** Yes No
- D1/D2 (Custodian)** Yes No
- D3/D4 (Custodian)** Yes No

Osprey Learning Center

- Electricity shut off (inside custodian closet) Yes No
- Gas shut off behind gym Yes No
- Continuation Class Room Evacuated Yes No
- Independent Study Class Room Evacuated Yes No

STUDENTS:

Injuries: Yes No **If yes, name(s) and location(s):**

STAFF:

- All Students accounted for? Yes No **Who is not?**
- All Staff accounted for? Yes No **Who is not?**
- All others accounted for? Yes No **Who is not?**

NOTE: DOORS and WINDOWS LOCKED and STAFF CHECK-IN SHEETS TURNED IN TO SECRETARY

**LOCKDOWN: Modified Donna/Frankie/Colleen will notify classrooms door to door. Full Donna/Frankie will call rooms.
And Debbie will call on radio.**

Name & Period	1	2	3	4	MJH 5	SF 5 & MJH 6	SF 6 & MJH 7
Aimee Arnold (Colleen)	PREP	C3 3136	C3 31236	C3 3136		C3 3136	C3 3136
Christian Baldwin	PREP	B4 3119	B4 3119	B4 3119		B4 3119	B4 3119
Josephine Finen (Colleen)	C2 3127	Rm 4 3114	C2 3127	C2 3127		AJJ	PREP
Brice Gummersall (Colleen)	B2 3132	B2 3132	B2 3132	B2 3132		B2 3132	PREP
Kenny Ingalls (Colleen)	D3 3158	D4 3130	PREP	D1 3144		D4 3130	D4 3130
Marianne Lancaster (Colleen)	C6 3122	PREP	C6 3122	C6 3122		C6 3122	C6 3122
Jeff Landry (Debbie) 301							
Jennifer McClure (Colleen)	PREP	D2 3115	D2 3115	D2 3115		D2 3115	D2 3115
Brittany Jones (Debbie) 310	Gym	Gym	PREP	Gym		Gym	Gym
Jared Parks (Frankie)	C7 3134	C7 3134	C7 3134	PREP		C7 3134	C7 3134
Silas Radcliffe (Debbie) 302							
Bill Richards (Frankie)	B1 3121	B1 3121	B1 3121	B1 3121		B1 3121	PREP
Paul Schmollinger (Frankie)	A4 3139	PREP	A4 3139	A4 3139		A4 3139	A4 3139
Jenny Ursini (Frankie)	C1 3120	PREP	C1 3120	C1 3120		C1 3120	PREP
Bret Wilsey (Frankie)	B3 3138	B3 3138	B3 3138	B3 3138		PREP	B3 3138
OLC Continuation (Debbie) 401	943-3168						
OLC Cliff Kitts (Debbie) 402	943-3168						
Maria Friedman (Donna)	Sci Lab 3131	Sci Lab 3131	Sci Lab 3131	Sci Lab 3131	Sci Lab 3131	PREP	Sci Lab 3131
Matt Hevezi (Donna)	Rm 2 3137	Rm 2 3137	Rm 2 3137	Rm 2 3137	Rm 2 3137	Rm 2 3137	Rm 2 3137
Sarah Padula (Donna)	Rm 3 3145	Rm 3 3145	Rm 3 3145	Rm 3 3145	Rm 3 3145	PREP	Rm 3 3145
Susan Rios (Donna)	Rm 1 3147	Rm 1 3147	Rm 1 3147	Rm 1 3147	Rm 1 3147	PREP	Rm 1 3147
James Seymour (Donna)	Rm 5 3118	Rm 5 3118	Rm 5 3118	Rm 5 3138	Rm 5 3138	C8 3135	PREP

LOCKDOWN DIALOG:

Hi this is _____(say my name), this is a **LOCKDOWN DRILL** (or **REAL EMERGENCY**). Room: _____Talked to: _____

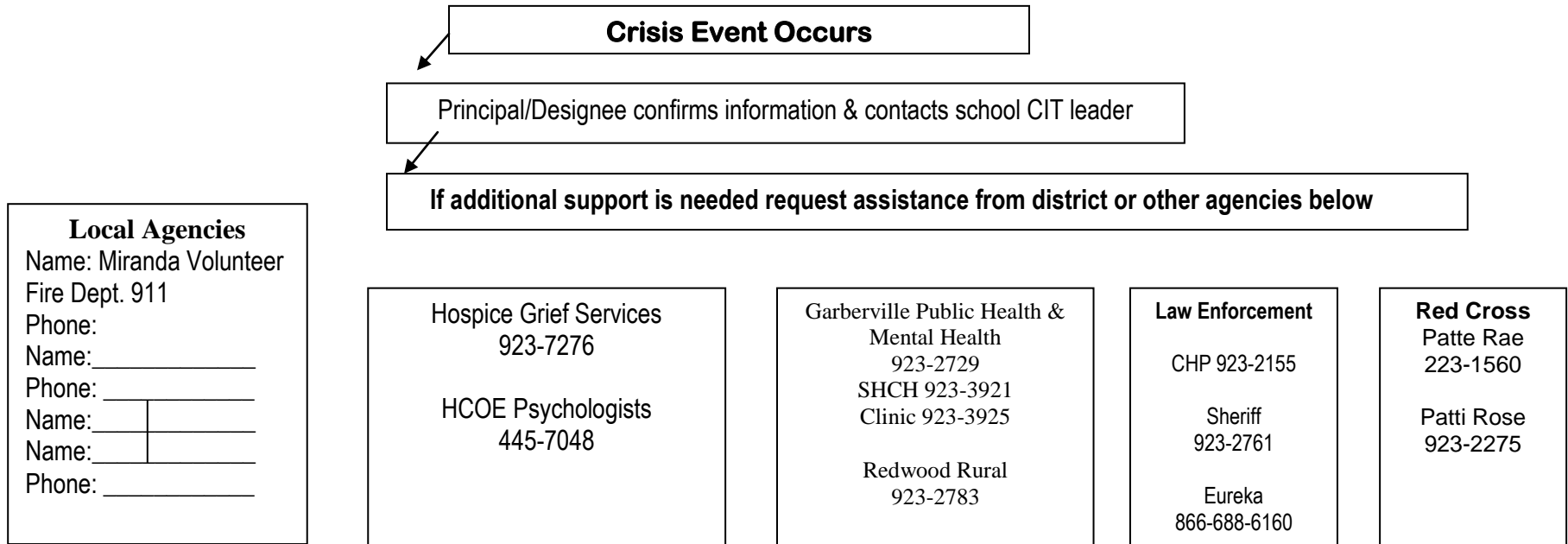
1. *Is there an immediate threat in your room?*
2. *Do you have students missing? If yes who?*
3. *Do you have any extra students? If yes who?*
4. *Are there any other adults in your room? If yes who?(say Agnes Johnson if there is danger in your room)*

Stay in lockdown and wait for all-clear bell.

OFFICE:

At SFHS the Attendance Clerk closes locks the door, and windows, pulls down the blinds on the windows. The Secretary is making necessary contact with Incident Commander etc. Cadets go in the safe or A2 and lock the door. Junior High Secretary and Attendance Clerk makes the calls from their room fills out forms, and then report (via radio or telephone) to the secretary to collate. Report the info from each room on a separate copy of the question sheet. If one of the above listed people is off campus the others will take on the responsibilities.

**School Crisis Intervention Team (CIT)/South Fork High School/Miranda Jr. High/ Osprey Learning Center
Southern Humboldt Unified District Flowchart**



SOUTH FORK HIGH and MIRANDA JR. HIGH MAP OF SCHOOL

OSPREY LEARNING CENTER MAP OF SCHOOL

COMPREHENSIVE SCHOOL SAFETY PLAN 2016-2017
GOALS, STRATEGIES AND ACTIVITIES FOR
ENSURING A SAFE AND ORDERLY ENVIRONMENT –
Component I – People and Programs - Supports and Engagement
Violence, Victimization & Substance Use

Goal #1 Our school is a safe learning environment where students and staff demonstrate respect for each other.
Measurable Objective: Students will observe a reduction in inappropriate social behaviors by 10% as measured by the student safety survey given to all classrooms.
Action Steps
1.0 Teachers will hold all students accountable for inappropriate behaviors through clear expectations and follow through with appropriate consequences.
2.0 The district will continue implementation of PBIS and 2 nd Step with all 7 th and 8 th graders.
3.0 Students abusing substances are referred to counseling department for brief interventions in substance abuse, and possible referral to agencies.
4.0 The counseling department will continue to implement the work with students through the PEER Mediator program with upper classmen mediating the 7 th and 8 th graders.
5.0 Employ a fulltime School Counselor .6 FTE Vice Principal. Alcohol and other drug education ongoing at SFHS and MJH.
6.0 Girls and Boys groups will be facilitated for each grade level. 7 th and 8 th will be done on a volunteer and mandatory basis. High school will be volunteer only and focused on leadership building.
7.0 Positive accomplishments will be celebrated thought the school year.
8.0 Create opportunities for parents to be involved in all aspects of their students’ school experience. 4 conference days for MJH parents in November. Parent meetings to be held with the student , parent and administration when a student repeatedly suspended or has a behavioral concern.

Component II - Place

Goal #1 To improve our school facilities to provide a learning environment in which our students feel safe and respected.
Objective: Improve the physical appearance through ongoing modernization. Next phase is the locker rooms, completion date of October 2017. Maintain a functioning computer lab/library staffed full time.
Action Steps
1.0 Maintain a clean facility with support of staff and students. Students do paper recycling schoolwide weekly.

<p>2.0 Student surveys of safety on campus conducted annually.</p> <p>a. Survey followed up with round table discussions to address low scoring measurable.</p>
<p>3.0 Staff library 8:15-3:15 (including lunch) enabling students access the library and computers for assignments.</p>
<p>4.0 Students and staff participate in the required Fire, Earthquake, Lockdown and Threat Assessment Drills.</p>

Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive Safety School plan to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates formed a school safety planning committee from the School Site Council.
3. The School Site Council and Certificated Staff reviewed the content of the Comprehensive Safe School Plan and believe all requirements as outlined in the Southern Humboldt Unified School District Comprehensive Safe School Plan meet the requirements.
4. This plan was approved at the January 26, 2016 Osprey Learning Center/South Fork High School Site Council meeting, and January 13, 2016 Miranda Jr. High School Site Council meeting.
5. This plan was approved at the December 2, 2115 Osprey Learning Center, Miranda Jr. High, and January 6, 2016 at South Fork High School staff meetings.
6. This plan was available for public review on February 11, 2016 at the Southern Humboldt Unified School District Board Meeting.

Attested:

Mr. Jeff Landry

Typed name of school principal

Signature of School Principal

Date

Typed name of SSC chairperson

Signature of SSC Chairperson

Date