



Peabody Charter School

Safe Schools Report

2013-2014

Keeping our Kids Safe

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Peabody Charter School Safe School Report

I. INTRODUCTION

History

Peabody Charter School, built in 1927, is situated on Santa Barbara's north side. From the original six classrooms, the school has steadily expanded to its current 34-classroom campus plus an auditorium and cafeteria/kitchen. The school has an Exploration Center, completed in 2005, that consists of a science lab, library, technology lab, and outdoor patio and amphitheatre. Thirty-six credentialed classroom teachers, four credentialed intervention specialists, one resource specialist, two special day class teachers, a speech and language specialist, and a physical education teacher comprise Peabody's full-time staff. On a part time basis, additional staff supports the educational program and serves the students. This includes a drama teacher, a dance teacher, a ceramics teacher, another speech and language assistant, a PE assistant. The administration includes a principal and assistant principal. There is a Director of Fiscal Services and School Business Coordinator. Classified staff includes cafeteria staff, custodians, maintenance and operations personnel, office staff, an accounts manager, and two health assistants.

The Charter

The staff, parents, and students of Peabody believe that our charter school allows the ability, flexibility, and latitude to provide innovative curriculum development and an outstanding instructional program. Peabody's charter was first granted by the Santa Barbara Elementary School District in 1993 and renewed in 1998, 2003 and 2012; it reflects the thoughts and ideas parents, staff, and community, with the intent to structure school programs to provide an opportunity for all students to be successful life-long learners in the 21st century. As of March 2007, Peabody Charter School has been almost completely autonomous and responsible for all matters related to the governance of the school, including its administration, budget and fiscal operations, maintenance of the facility, food services, professional growth opportunities for staff, curriculum development, and the methodology and delivery of instruction to our ethnically and socio-economically diverse student population of 750.

While remaining academically and financially strong for the past seventeen years, Peabody has provided its students and community with innovative and effective elementary instruction tailored to its constituents and its vision. The following are examples of how this partnership of educators, parents, and community members has worked together for the betterment of the students:

- In 2010, Peabody received a Distinguished School Award for outstanding achievement as measured by STAR testing.

- The student community of 750 reflects a rich ethnic and socio-economic diversity:
 - 44% of our students are Hispanic; 51% are white; 5% other
 - 32% of our students are English Language Learners
 - 40% of our students come from families that live at or below the poverty level
- Teacher Competence- All classroom teachers have met or exceed the credential requirements of No Child Left Behind. No teacher is assigned to a position out of his or her credentialed area.
- Enrollment- The school has increased its enrollment every year, with a student population of 750 this year. We have an extensive waiting list for 2013-2014.
- Enrichment- Students have many enrichment opportunities to enhance their educational experience. All K-6 students receive specialized instruction in physical education, drama, dance, ceramics, science, technology, and library.
- Parent Involvement- All parents are required to volunteer in the classroom and at various school activities and fundraisers for a minimum of 3 hours per month.
- Fundraising-The Peabody Foundation Board, comprised of parents, staff, administration, and community members, was established in 1995 to facilitate fundraising for the school's needs. It has raised funds every year to support the "extra" activities at Peabody. The PTSO also provides significant financial support through its fundraising efforts.
- School Facility Improvements- Widespread support and hard work by the community led to the building of the state-of-the-art Exploration Center, a modern, beautiful three-classroom learning environment which houses a science lab, a library (with fireplace and small amphitheatre), and computer lab. Recent additional enhancements to the campus include privacy walls in the main building, ADA modernizations, field re-siding, and the Peace Garden. This year we have also renovated the kindergarten playground. Construction of a new bathroom is currently underway. Partnerships - Close, mutually beneficial relationships have been built with the SB Museum of Natural History, the UCSB Education Department, and other local businesses.

This is merely an overview of the remarkable accomplishments at Peabody Charter School since 1993. Being an independent charter school has allowed the staff to use its expertise, energy, and resources to best serve the community and build an outstanding educational program.

Educational Philosophy

We believe that learning best occurs when:

- Students have responsibility for their choices, actions, and learning;
- The instructional program is rich in authentic, hands-on educational experiences that include laboratory science, multimedia art education, environmental studies, community partnerships, and technology;
- There is acceptance of different learning styles and an emphasis on the many ways that students learn, such as in flexible groupings, multiple modalities, cooperatively, through multiple intelligences, and with personal choice.
- Specialists enhance the program and serve as teaching resources for performing and visual arts, science, physical education, GATE, Special Education, and technology;
- The staff collaborates and meets regularly to plan, reflect, analyze, and facilitate student-centered learning and assessment;
- The school supports teacher professionalism with appropriate budget allocations and time for planning, staff development, and instructional materials;
- Parents are expected and required to be actively involved in their children's education *and* volunteer in the classroom and other school activities; and
- Teachers create instruction, curriculum, assessments, and requirements to meet the needs of all learners, including those who require remediation and those who require acceleration.

Extracurricular Activities

Visual & Performing Arts

Peabody Charter School has a comprehensive visual and performing arts program. Artists in Residence offer ceramics, theatre arts, and dance/movement. All students have drama and dance classes at least once per week. Every spring there is an Upstarts play and all students showcase their artwork at the Academic Showcase. Each year, students have an opportunity to share their talents in an annual talent show. In addition, arts opportunities are also offered on Late Start Friday mornings from 8:00-9:00 a.m., and there are after school activities in instrumental music, drama, dance, and art.

Music Program

Peabody's Music Program provides movement and dance performance on a weekly basis to all grade levels. Peabody also offers before and after school instrumental classes. All of these groups of students perform at school activities and events, as well as in the community from time to time.

The Splash Zone

The Splash Zone is Peabody's indoor/outdoor Ceramics Studio, complete with a kiln and gifted ceramicist who teaches these classes throughout the year. Ceramic students

work on basic history, theory and skills of ceramics in addition to creating a ceramic piece of art or sculpture. Each lesson usually takes two sessions, one for creating the art piece and another for glazing the works. These works are proudly presented in the Peabody Art Show, in addition to student showcase opportunities such as the Santa Barbara Art Walk and Faire and Expo. Peabody students consistently receive awards and honors for their outstanding work in ceramics, and parents cherish these creative expressions for years to come.

Theatre Arts Department

Peabody's theatre arts department boasts an outstanding and unique theatre company, in addition to the year-round drama workshops for every student, from K through 6.

"Upstarts" is a professional-style theatre company that offers over 50 students weekly after school drama workshops. Each year Upstarts produces one major production in March. Productions of Upstarts include the following: *Charlie and the Chocolate Factory*; *Dracula*, *93101*, *Alice in Underland*, *Mummy Dearest* and *Twisted*.

Support Services

Health Assistant

Our health office is open during regular school hours to provide first aid care for student illness or minor injuries. We request that parents inform the school of any existing medical conditions of which we should be aware. If a child becomes ill at school, the school notifies the parent or the person designated on the child's emergency card. The child must be signed out in the health office before leaving campus. The Health Assistants work closely with a SBUSD registered nurse. In general, a doctor's note is required in order to excuse a student from P.E.

Adaptive P.E.

A trained instructor provides qualified students with physical/motor skills development.

Psychologist/Counselor

A school psychologist who is an employee of SBUSD is on campus three and half days per week to provide special education services, including consultation with teachers and parents, special education needs assessments, and social skill building. The psychologist also works closely with the Student Study Team (SST), Resource Specialist, and the SDC teachers.

Student Study Team

The Student Study Team (SST), which is comprised of teachers, staff and parents, meets weekly to assess develop a plan for success for students who are experiencing difficulties in academic, social or emotional areas. Teachers or parents can refer students to the SST.

Resource Specialists

The Resource Specialists provide supplemental instruction to individuals and small groups of students who have been identified, through the Student Study Team and the Special Education Department, as needing extra academic support.

Speech Therapist

Two speech specialists (one part time, one full time) are on campus five days per week to provide students with supplemental support and instruction in the development and correction of speech patterns, disorders and language development. Referrals to the speech therapist come through the Student Study Team (SST).

Response to Intervention (RtI) Team and Program

Grade level teams meet on a regular basis to discuss and monitor student achievement and to develop on-going interventions and assessments. All teachers were in-serviced at the beginning of this academic year in regards to the assessments and interventions available. We continue to identify future needs, materials and/or training for staff members.

Vision and Goals

Vision Statement

Throughout Santa Barbara County, Peabody Charter School is recognized as an exemplary K-6 school in the areas of academic excellence, development of the full potential and well being of students, and service to the school and community. There are focused goals to develop and maintain exceptional people, to maintain the financial health of the school, and to provide supportive facilities.

Core Elements of the Vision as Outlined in the Strategic Plan

Please refer to Section 6 of this document to view the entire Strategic Plan.

Academic Excellence:

1. Peabody will rank in the top 10% on API scores of schools in CA with similar demographics.
2. Stakeholders will conduct a systematic review of core curriculum to ensure the highest quality instructional materials and innovative, meaningful strategies to meet the students' needs.

For the 2013-2014 year the prioritized academic goals are related to the implementation of the new Common Core State Standards. Four specific areas "the Core Four" were identified as focus areas this year: Expository Writing, Non-Fiction Literature, Close Reading and Academic Language. Teachers meet on a weekly basis to develop plans and strategies to meet the needs of all students. The administrators meet with grade level teams on a monthly basis to disseminate information, provide accountability, and discuss student progress on goals. Instructional minutes per week for math, ELD, and English Language Arts were identified.

❖ Full potential and well being:

- ❖ Provide an outstanding program in the fine/performing arts and physical education, to include weekly classes in drama, and dance and 135 minutes of P.E.
- ❖ Develop and promote at least two academic excellence activities/opportunities per trimester, with participation that reflects our diverse student population.
- ❖ Facilitate, promote, and track regular participation of all students in a variety of enrichment activities outside the school day.
- ❖ Support mental/emotional/physical health and wellness for all students.
- ❖ Celebrate student success by having monthly award ceremonies.

Service to school and community:

- ❖ Require all students to contribute a minimum of five hours per academic year of service to school and community.
- ❖ Revise enrollment contract to include a service component and expectation.
- ❖ Create a Service Committee that identifies developmentally appropriate ways that individuals and/or classes of students may help at school and in the community.
- ❖ Keep track of data and evidence of service.

- ❖ Create a family guide of age-appropriate and fun community service activities.
 - Develop school-wide programs to increase awareness of environmental responsibility and conservation.

Goals

Goals have been identified across three areas:

- 1) **Exceptional People:** Peabody will ensure that all staff have opportunities each year for professional development and recognizes professional excellence both formally and informally.
Teachers are provided with 200 minutes of release time per week in order to collaborate, cooperate and plan together. Families contribute a minimum of 3 hours per month (a combined total of more than 15,000 hours per year). Parents participate in and attend a variety of school meetings (PTSO, Board meetings, Podemos, etc.). Parents play a pivotal role (15%) in leadership for the school (Foundation, Board, etc.).
- 2) **Financial Health of the School:** Peabody endeavors to maintain a balanced budget that enables us to meet the goals for exceptional people and supportive facilities. Diverse bases of fundraising sources (managed between the Charter, PTSO, and Foundations) provide the school with the ability to fund enrichment classes and teacher salaries, as well as fund projects to develop infrastructure and to launch new initiatives.
- 1) **Supportive Facilities:** Peabody provides safe, clean, and operational school facilities that support the highest levels of teaching and learning. There is adequate adult supervision of students during recesses and lunch. Parents organize a campus clean up at least twice a year to clean and renovate the campus.

II. SCHOOL ACCOUNTABILITY

SCHOOL ENVIRONMENT

Peabody Charter School offers enrichment programs for students during the regular school day. Peabody has a strong performing arts program offering movement, ceramics, drama, and fine arts. Peabody also has a K-6 physical education program and staff offering three 45-minute P.E. periods weekly during which the classroom teachers have release time. The physical education program also organizes a track meet for grades 4-6, a sports day for grades K-3, and a jog-a-thon that raised over \$125,000 in the 2012-13 school year. The P.E. staff also sometimes brings in community high school and college teams to introduce sports (soccer, basketball, tennis, football, and baseball). Peabody has an award-winning healthy on-site cafeteria that serves delicious nutritious meals and utilizes the produce from the school garden, which is overseen and tended to by the sixth grade.

School services include a psychologist three and half days per week, one fulltime speech therapist, a full time librarian technician, and three full time special education teachers. We offer an early intervention in literacy program that provides individual and small group tutors to students who need additional support in reading for grades K-3. We also have a part time math coordinator who provides enrichment and remediation in math.

OFFICE REFERRALS

A Student Behavior Referral was implemented in September of 2009. Classroom teachers or administrators use information to document students who break school rules. The report serves as a communication system between office, classroom teacher, and home. Each report explains the student's "bad choice", consequences, and restitution. The forms are carbon copied and distributed to the administrators, teacher, and parent. Peabody practices Restorative Approaches whenever possible.

ATTENDANCE RATES

Our school secretaries do a wonderful job accounting for our student's daily attendance. With 750 students, we have an attendance rate of 98% of our students being at school daily and we have less than 2% of our student body tardy.

SUSPENSION/EXPLUSION DATA

Our school believes in assuring the safety and respect of everyone in our school community. The following data reflects our disciplinary processes throughout the last two years:

Peabody Charter School	School wide	School wide	School wide
	2009-2010	2010-2011	2011-2012
Suspensions	13	26	6
Expulsions	0	1	0

FACILITIES REPORT

Peabody Charter School, built in 1927, is conveniently situated on Santa Barbara's north side in the San Roque neighborhood. From the original six classroom buildings, Peabody Charter School has steadily expanded to its current 34 classroom campus. The school, surrounded by beautiful and lush grounds, has a large library, an auditorium, a preschool, and a cafeteria. Six rooms were modernized in 2002. The original building was modernized during the 2004-06 school years. Restroom facilities (29 toilets) include four for the kindergartens, ten for the primary grades and ten for the upper grades, two in the auditorium, one in the cafeteria and two in the main building. An additional bathroom is currently under construction. In January 2005, Peabody opened an 8,000 square foot building called the Exploration Center, which consists of a state of the art library, technology center and science-learning laboratory.

Our on-site full-time maintenance person, along with two full-time custodians, maintains the yards and buildings in excellent condition. All restrooms are in working order.

Our school is used as a neighborhood park. Many of our families and neighbors use our facilities to practice sports and exercise. Although our relationship over the years has been positive, having an open campus also has brought vandals. Graffiti and minor vandalism has occurred on weekends throughout the year. The graffiti is removed as soon as it is discovered. At this point, closing the campus is not the desire of the board or administration.

MASTER SCHEDULE P E A B O D Y C H A R T E R S C H O O L



3018 Calle Noguera Santa Barbara CA 93105 805 563 1172 www.peabodycharter.org
Making a difference in our community and world since 1928

MONDAY, TUESDAY, WEDNESDAY, THURSDAY

ARRIVAL

8:00 AM School starts for all students K-6

AM RECESS

9:25 – 9:45 Kindergarten, 2, 5, 6

9:25 – 9:45 1, 3, 4

LUNCH

11:30 – 12:15 Kindergarten, Grades 1, 2

11:45 – 12:30 Grade 3

11:55 – 12:40 Grade 5

12:15 – 1:00 Grades 4 and 6

PM RECESS

1:40 – 1:50 Grades K, 1, 2, 3, 5

1:50 – 2:00 Grades 4, 6

DISMISSAL

2:30 PM Grades K, 1, 2, 3

3:00 PM Grades 4, 5, 6

LATE START FRIDAYS

ARRIVAL

9:15 AM School starts for all students K-6

AM RECESS

10:20 – 10:30 Grades K, 2, 5, 6

10:30 – 10:40 Grades 1, 3, 4

LUNCH

11:30 – 12:15 Kindergarten, Grades 1, 2

11:45 – 12:30 Grade 3

11:55 – 12:40 Grade 5

12:15 – 1:00 Grades 4 and 6

PM RECESS

1:40 – 1:50 Grades K, 1, 2, 5

1:50 – 2:00 Grades 3, 4, 6

DISMISSAL

2:30 PM Grades K, 1, 2, 3

3:00 PM Grades 4, 5, 6

P E A B O D Y C H A R T E R S C H O O L



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BUS SCHEDULE 2013-2014

---AM BUS STOPS TRAVELING TO SCHOOL---

ROUTE #1

7:30 De la Vina and Micheltoarena
7:35 De la Vina and Anapamu
7:40 Arrive at Peabody

ROUTE#2

7:22 Alamar and Chapala
7:25 Alamar and Bath
7:30 De la Vina and Pueblo
7:35 De la Vina and Mission
7:40 Arrive at Peabody

---PM BUS STOPS TRAVELING HOME---

Bus#1 2:30 PM Grades K-3

2:30 Depart Peabody
2:40 Alamar and Chapala
2:43 Alamar and Bath
2:46 De la Vina and Pueblo
2:50 De la Vina and Mission
2:53 De la Vina and Micheltoarena
2:56 De la Vina and Anapamu

Bus#2 3:00 Grades 4-6

3:05 Depart Peabody
3:15 Alamar and Chapala
3:18 Alamar and Bath
3:21 De la Vina and Pueblo
3:25 De la Vina and Mission
3:28 De la Vina/Micheltoarena
3:31 De la Vina and Anapamu

--4:00 PM BUS# 3 FOR AFTER SCHOOL CLASSES-- (Monday-Thursday only)

4:00 Depart Peabody
4:10 Alamar and Chapala
4:13 Alamar and Bath
4:18 De la Vina and Pueblo
4:22 De la Vina and Mission
4:25 De la Vina and Micheltoarena
4:28 De la Vina and Anapamu

PEABODY CHARTER SCHOOL DISASTER PLAN

DURING THE DISASTER

Below please find a review of our emergency procedures. Leaders for each emergency team, please plan to meet with your team before the drill to review procedures. Every classroom should have the RED EMERGENCY CLIPBOARD hung by the classroom exit door to be picked up on the way outside.

PROCEDURES

1. **In case of an earthquake**, students/staff are to "drop, cover and hold on" and to remain in the "drop" position until evacuation instructions are given. At least 90 seconds will pass before instructions are given.
2. **In case of fire**, you will hear a signal (**fire alarm bell**) to evacuate to the middle of the grass field, which we are calling "**emergency assembly area.**" **Classes are to sit with the team classes.**
3. Once assembled on the field (see attached chart showing where your class is to line up), **use your emergency roster** (attached to your red clipboard) to take roll. **Affix name labels to each of your students.** All remaining labels are to be affixed to the WHITE Class Directory List with a written explanation regarding student's absence (e.g., "missing", "absent", "went home sick", etc.). Remain with your class and help students stay calm.
4. **NOTE:** All Special Education Students (SDC) Student Directories and Labels will be attached to their Regular Ed. classes. These students will remain with their Regular Ed. class unless they need more attention. Norma, Tina and Marilyn will check in with teachers.
5. **Designated runners will take the White Class Directory List with attached "remaining" labels to the "Command Center" near the Mega Toy.** Runners will deliver the lists to Maria Cruz and Joan Henry who will check them in and then hand to Holly Christopher and Kathleen Brontsema.

Runners:

Kindergarten: Bridget Clancy; **First Grade:** Anthony Huerta; **Second Grade:** Megan Van Valkenburgh; **Third Grade:** Brenna Fraker; **Fourth Grade:** Dave Plant; **Fifth Grade and Sixth Grade:** Georgie Perkins.

6. **IF YOU HAVE AN EMERGENCY TEAM ASSIGNMENT, check in with DEMIAN BARNETT FOR FURTHER INSTRUCTIONS.** Demian Barnett or Julie Bolton, if Demian Barnett is unavailable will instruct emergency teams to begin their duties. He/she may reassign team members if he/she sees that some staff is missing. The following is a list of teams, team members, team responsibilities, and (if applicable) areas where teams are to perform their tasks.

EXPLORATION CENTER Emergency Procedure Plan

Troubleshooters:

Terri Stelzer, Speech and Language Pathologist
Rebecca Norton, School Psychologists

Responsibilities:

Both will separately sweep all three sections of the Exploration Center, including all office space, to ensure all problems within the building are addressed before reporting to the IC.

Classroom Teachers Responsibilities:

Signal	Emergency Type	Classroom Teacher Duties
Five short bells	Fire	<ol style="list-style-type: none">1. Line up students at nearest exit2. Walk students to designated area on playground3. Take roll, noting who is absent (first/last name and homeroom classroom)4. Report to the IC on playground with attendance report (all accounted or a written list of missing students)
Ground shaking	Earthquake	<ol style="list-style-type: none">1. Instruct students to drop to knees under desk with backs facing windows.2. If a student is injured, the classroom teacher remains in the room with the injured student(s) until further assistance arrives. Terri will line up your class and walk them to the playground.3. Teacher (or other designated adult) will report to the IC on playground with attendance
Announcement: "Lockdown" the intercom	Lock Down	<ol style="list-style-type: none">1. Turn off lights2. Lock doors to the outside3. Close blinds and stay away from windows4. Wait quietly with class for intercom instructions.
Suspected Harmful Substance		<ol style="list-style-type: none">1. Notify IC right away. The IC will call 911.2. Put on rubber gloves.3. Do not shake or attempt to empty any containers involved.4. Cover any leaking or spreading item with a plastic bag located next to the shower in the science lab.5. Exit the room, leaving door closed behind you6. Line up on the playground.7. List all people who were in the room or may

have been exposed. Submit list to IC

SECURITY TEAM

***Silva**, Janet Rodriguez, Passy, Long, and Culver

Duties:

- Patrol campus to make sure that no student leaves unless authorized
- Report "AWOL" students to Holly/Maria and to the communications team
- Direct parents who have come to pick up children to the location of the child's teacher who will then authorize the child to leave.

Locations:

Long: Patrol the south perimeter of the campus from the corner of Calle Noguera and Calle Granada to the entry by the cafeteria

Culver and Janet Rodriguez: Patrol east perimeter of the campus from room 16 to room 26, Culver near the bike rack, Zuchowicz near the flag entrance.

Passy: Patrol perimeter of campus from Room 31 to the main kindergarten exit (Calle Rosales).

Silva: Patrol the west side from the kindergarten exit (Calle Rosales) to the corner of Calle Noguera and Calle Granada.

SEARCH AND RESCUE TEAMS

TEAM 1: McClaine-Sole, Erickson: MAIN Building, Room 15 to room 8
TEAM 2: Perkins/Kangas, Mulligan: WEST SIDE, Room 1 to room 5
TEAM 3: Licon, Margerum NORTH SIDE, Room 28 - 31
TEAM 4: Shaefer*, Zuchowicz & J. Wilcox EAST SIDE, Room 26 to Cafeteria
TEAM 5: Craviotto*, Watts EXPLORATION CENTER

Duties:

- Beginning with classrooms, go through all the school buildings to remove the injured and assess damage; tag each outside door with an X in masking as it is checked and found to be "all clear".
- Remove the injured to the first aid area; try to use as few team members as possible to remove injured.
- Note heavily damaged/inaccessible areas (after removing as many injured as possible) and report these areas to Demian(or Julie in his absence).
- Report any fires or sparking wires; "visible" fires are given high priority.
Inspect buildings for fire or fire hazard; report all fires to Demian (or Julie in his absence).

FIRST AID TEAM

Mendoza*, Beaudette, Fasth, Maria and Ricardo Zavala

Duties:

- Remove first aid equipment from the storage shed by the Children's Center
- Set up first aid station
- Using triage, treat the injured, write injury on tape and affix to the injured
- Maintain communication with Demian/Julie regarding status of injured.

Location: On grass area near Mega-Toy play structure

COMMUNICATIONS TEAM

Christopher*, Cruz, Brontsema, Henry

Duties:

- Determine if all staff members are accounted for (Henry and Brontsema).
- Determine if all students are accounted for (Christopher and Cruz).
- If possible, use cell phones to communicate with district office and local authorities.
- Use a portable radio to receive reports/instructions from local stations.
- Inform Demian, or in his absence Julie, of SBUSD requests and information from local stations.
- Using emergency information (white cards) and master emergency rosters, teachers may release students to ONLY persons authorized to take the student in case of emergency. Follow directions as to which exit should be used (only one authorized exit) as determined.

Location: On blacktop area next to the Mega-Toy play structure

UTILITIES TEAM

Reyes*, John Wilcox, Holbrook

Duties:

- Shut off, if possible, damaged water and gas lines; turn off damaged electrical circuits
- Indicate damaged utilities on charts, report utilities damage to Demian (or in his absence Julie)
- Assess availability of potable water and usable gas and electricity and report to Demian (or in his absence Julie)
- . Potable water might include H₂O that is in water heaters and toilets. A 55-gallon drum of water and a food supply are housed in the **shed by Children's Center building**.
- Unless otherwise instructed, work as a team.

Locations:

- Using utilities map and tools, check (and shut off if necessary) water and gas mains and electrical panels located around the campus.

Antonio Reyes will oversee all members of this team to address gas, water, and electricity issues.

Antonio Reyes: Front of school area gas mains
John Wilcox: Back of school area gas mains

Antonio Reyes: Front of school water mains
Jeff Holbrook: Back of school water mains

Jeff Holbrook: Electric power closet by cafeteria
Antonio Reyes: Electric power elsewhere (see map).

Ricardo Zavala will assist if available.

TEACHER TEAMS (for supervision of students)

*These teachers have a special assigned duty: REPORT TO THE SECOND TEACHERS CLASSROOM

- ***SILVA/CLAROS-TRAC**
- ***MULLIGAN/GONZALEZ**
- ***LONG/POISSONNIEZ**
- ***MCCLAIN-SOLE/GODLIS OR LOPES**
- ***LICON/HURTADO**
- ***SOLE/SABRAW**
- ***CRAVIOTTO/LAFORGE**
- ***ERICKSON/HOLLINGSWORTH**
- ***J. RODRIGUEZ/DAHLIN**
- ***J. WILCOX/HURTADO**
- ***BEAUDETTE/BUMBY**
- ***ZUCHOWICZ/L. RODRIGUEZ**
- ***SHAEFER/PASTERNAK**
- ***MONTROSS/LAUER/CULVER**

NOTE: ANYONE NOT ASSIGNED TO A DUTY OR TO STUDENT SUPERVISION SHOULD REPORT TO DEMIAN BARNETT.

Approval Statement

The School Safety Plan for Peabody Charter School has been reviewed and found to comply with the California School Emergency Response Plan and California Education Code minimum and/or recommended requirements.

Site Administrator (required)	Date
-------------------------------	------

Board Representative (required)	Date
---------------------------------	------

Law Enforcement (recommended)	Date
----------------------------------	------

Fire/EMS (recommended)	Date
---------------------------	------

Local Emergency Management (recommended)	Date
---	------

County Health Department (recommended)	Date
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BASIC PLAN

A. SITUATION AND ASSUMPTIONS

1. Situation

- a. The school sits on two acres at 3018 Calle Noguera in Santa Barbara, CA. The site consists of sixteen buildings. There is an Average Daily Attendance of 750 and 102 staff members.
- b. The principal will act as the Incident Commander. In his/her absence, Julie Bolton will be the designee.
- c. Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

2. Assumptions

- a. During an emergency, centralized direction and control (i.e., activation of the Command Post) is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

B. COMMUNICATIONS

1. Emergency Communications

When an emergency condition exists, the Incident Commander will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used (a being the primary mode of communication followed by alternative modes). Notifications will be given in plain language. **Code words shall not be used.**

- a. Intercom
- b. Fire Alarm Bells
- c. Telephone
- d. Runners
- e. Bull Horn

2. Media Relations

The site Information Officer will be prepared to deal with the media. A separate staging location will be pre-identified for media briefings.

3. Emergency Contact Numbers

Public Safety Agencies	Number
General Emergency	9-911*
Poison Control	1-800-362-0101
Local Hospital – Cottage	805-569-7367
Search and Rescue	805-681-5500
So Cal. Edison	1-800-655-4555
So Cal. Gas Co.	1-800-427-2200
Public Works Water	564-5413/963-4286
Oil/Toxic Spills	1-800-424-8802
Suicide Hotline	1-310-391-1253
Area Contacts	Number
County Education Office	805-964-4711
SBUSD Office	805-963-4338
Santa Barbara Transportation	805-681-8366
County Health – Infectious Disease	805-884-8085
San Roque School	805-687-3717
CVS Drug Store	805-682-3751

C. SITE ASSIGNMENTS AND STAGING AREAS

On Site Locations and Staging Areas			
	Primary	Alternate	Alternate
On Site Command Post	Grass Field	Mega Toy	Big Toy
Student Care	Grass Field	4-6 Blacktop	Palm Court
First Aid	Grass Field	Palm Court	Big Toy
Student Request	Mega Toy	Palm Court	Big Toy
Student Release	Mega Toy	Palm Court	Big Toy
Media Staging	Front of School	Auditorium	Palm Court
Law Enforcement Staging	Palm Court	4-6 Blacktop	Big Toy
Fire Staging	Palm Court	4-6 Blacktop	Big Toy
Public Works Staging	Palm Court	4-6 Blacktop	Big Toy
Utilities Staging	Big Toy	4-6 Blacktop	Grass Field
Student Relocation Center	School Parking Lot	Longs Parking Lot	San Roque School

	Primary	Alternate	Alternate
Off Site Command Post	School Parking Lot	CVS Parking Lot	San Roque School
Student Care	Far Right Hand Corner	Behind Student Staging Area	Far Left Hand Corner
First Aid	Far Right Hand Corner	Behind Student Staging Area	Far Left Hand Corner
Student Request	Car entrance on Noguera	Car entrance on State	Car entrance on Calle Cedero
Student Release	Car entrance on Noguera	Car entrance on State	Car entrance on Calle Cedero
Media Staging	Outside Right Corner	Outside Left Corner	Outside Right Corner
Law Enforcement Staging	Far Left Hand Corner	Far Right Hand Corner	Behind Student Staging Area
Fire Staging	Far Left Hand Corner	Far Right Hand Corner	Behind Student Staging Area
Public Works Staging	Far Left Hand Corner	Far Right Hand Corner	Behind Student Staging Area
Utilities Staging	Far Left Hand Corner	Far Right Hand Corner	Behind Student Staging Area
Student Relocation Center	Against Gould Fence	Center Parking Lot	Grass Area

D. ICS ASSIGNMENTS

POSITION	1 ST (Primary)	2 ND (Alt)	3 rd (Alt)
Incident Commander			
IC	Barnett	Bolton	
Public Information Officer	Barnett	Bolton	Brontsema
Liaison Officer	Barnett	Bolton	
Operations			
Communications	Brontsema	Henry	Christopher
Student Care & Release	Teachers	Christopher	Cruz
Security	Hurtado	Zuch/Culver	Passy/Long
Search & Rescue	Stirling - Leader	Howe/Sole	Shaefer
Medical/First Aid	Mendoza - Leader	Mia Perkins	
Student Supervision	Barnett	Bolton	
Student Request	Teachers	Christopher	Cruz
Student Release	Teachers	Christopher	Cruz
Utilities	Reyes	Zavala	J.Wilcox

Notes:

Emergency Response Drill Log

[illegible]

SCHOOL MAP



ACTIVE SHOOTER

The most important factor in an active shooter situation is: DO NOT PANIC. Be alert to what is happening around you.

- Initiate Lockdown/Call 9-1-1.
- If inside a building, stay inside and implement the following actions: *“Lock down, duck, cover.”* Keep students away from windows and out of the line of sight.
- If outside a building, get students to a safe and secure area immediately.
- Alert the Superintendent’s Office.
- Do not move until directed to by an authorized official.
- During a major emergency incident, students will only be released to the parent/guardian, or other adult specified on the emergency card. Require identification. There shall be no exceptions to this policy. Students who are not picked up by their parents may be transported to a student shelter.

Keep in Mind that the suspect(s) may have placed bombs or other devices in or on vehicles and around the parking lot, entrances, or other avenues of approach. While some suspect(s) may be actively shooting in the school, other suspect(s) may be waiting across the street for law enforcement to arrive

BOMB THREAT

Upon receiving a message that a bomb has been planted in school:

- ☐ Use bomb threat checklist. (Page 70 of Emergency Response Plan)
- ☐ Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- ☐ Listen closely to caller's voice and speech patterns and to noises in background.
- ☐ After hanging up phone, immediately dial 9*69 to trace call.
- ☐ Notify Incident Commander or designee.
- ☐ Incident Commander orders evacuation of all persons inside school building(s).
- ☐ Incident Commander notifies police (call 9-911). Incident Commander must report incident to police.

Evacuation procedures:

- ☐ Incident Commander warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
Students and staff must be evacuated to a safe distance outside of school building(s). Incident Commander may move students to playground or parking lot, depending on bombs location.
- ☐ Direct students to take their belongings.
- ☐ Teachers take roll after being evacuated
- ☐ No one may re-enter the building(s) until fire or police personnel declare them safe.
- ☐ Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

BULLYING

Statement of Intent

We are committed to provide a caring, friendly and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* (student, staff, and/or parents) who knows that bullying is happening is expected to tell a member of the staff.

What Is Bullying?

The United States Department of Justices defines bullying. "Bullying encompasses a variety of negative acts repeated over time that involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying can be physical (e.g. spitting, pushing, stealing, hitting, and kicking), verbal (e.g. name calling, teasing, taunting, and making threats) and psychological (e.g. social exclusion, extortion, intimidation, spreading rumors, and manipulating social relationships.)"

In addition, bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumors, teasing
- Cyber all areas of Internet, such as email & Internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, e.g.. camera & video facilities

Comments or actions referred to as "joking", "kidding", or "playing around" will not be an excusable reason for the bullying actions.

School Procedures

1. Report bullying incident to a member of the staff.
2. In cases of serious bullying, the incidents will be recorded by staff in writing.
3. If a second written report takes place, a parent conference will occur.
4. A third incident will result in suspension.
5. **Continued bullying after suspension or any act of violence may result in expulsion.**
6. If necessary and appropriate, police will be consulted.

BUS INCIDENT

Pupils transported on a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road. The bus driver shall have the authority and responsibility to implement these rules and regulations.

Penalties for infractions of established bus rules:

1. First citation – Warning or one-day bus-riding suspension.
2. Second citation – Five day bus-riding suspension and a parent/principal (or principal's designee) conference notifying parent of the consequences of a third citation.
3. Third citation – Bus-riding suspension for balance of the school year. *When a pupil's bus-riding privileges are suspended, the principal or principal's designee shall inform the pupil of the alleged misconduct, the basis for the allegation and the reason for the suspension of bus privileges and allow the pupil an opportunity to explain his or her version of the incident. This meeting shall take place prior to the suspension, if practical, or as soon after the suspension as is possible.*
4. Serious bus rule violation – May result in immediate suspension of bus-riding privilege for balance of school year.

Serious Incidents Bus Driver/Monitor

- ☐ Ensure the safety of students and staff first.
- ☐ Call 9-911, if necessary.
- ☐ Notify Santa Barbara Transportation at 681-8366.
- ☐ Notify Incident Commander at school. Incident Commander assembles Crisis Team Members, if necessary and/or possible.

Site Personnel

- ☐ Notify CPR/first aid certified persons in school building of medical emergencies
- ☐ Identify location(s) where injured should be taken
- ☐ Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.
- ☐ Incident Commander notifies parents of students involved.

CHILD ABUSE OR NEGLECT

Under California law, certain specified persons are subject to criminal and civil liability if they fail to report suspected abuse to authorities. The following school personnel are among those professionals who are required to report (mandated reporters):

1. Teacher
2. Supervisor of child welfare and attendance
3. Certificated pupil personnel employee of any public or private school
4. Headstart teacher
5. Employee of a child care institution including, but not limited to foster parents, group home personnel and personnel of residential care facilities.
6. School principal (administrative officer)
7. Registered nurse

Reporting Procedure

Any school personnel (as defined above) 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 reasonably suspects has been the victim of child abuse shall report such suspected instances of child abuse. For the purposes of this regulation, "reasonable suspicion", means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse.

To report the suspected child abuse, the reporter shall:

1. Notify the principal.
2. Telephone the Santa Barbara County Welfare Department, Protective Services Division and provide the following information:
 - a. name of person making the report
 - b. name of the child
 - c. present location of the child
 - d. nature and extent of the injury
 - e. any other information that led the reporter to suspect child abuse
 - f. other information as requested by the recipient of the call
3. At the time the call is made, note the name of the official contacted, the phone number and the date and time contacted.
4. Within 36 hours, complete a Department of Justice form 11166 PC Suspected Child Abuse Report (4 copy NCR, available in school office) and mail 3 copies to
Child Protective Services
1100 West Laurel Ave.
Lompoc, CA 93436
Phone 1-800-367-0166

Afterhours Phone/Sheriff Dispatch 683-2724

Detailed instructions for completion are on the back sheet of the form. The yellow (last copy should be retained by the reporting person for his/her records.

5. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties.

PLEASE KEEP CONFIDENTIAL

GAS LEAK

If gas odor has been detected in the building:

- ☐ Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- ☐ Incident Commander notifies police and fire (call 9-911)
- ☐ Teachers take roll after being evacuated.
- ☐ Incident Commander may move students to playground, if necessary.
- ☐ No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- ☐ Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- ☐ Incident Commander notifies police and fire department (call 9-911). Incident Commander must report incident to Fire Marshal.
- ☐ Incident Commander determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- ☐ Incident Commander may move students to playground, if weather is inclement or building is damaged.
- ☐ No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- ☐ Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

HATE CRIME

Hate Crimes are defined under specific penal code sections as an act or an attempted act by any person against the person or property of another individual or group which in any way constitutes an expression of hostility toward the victim because of his or her race, religion, disability, gender, ethnicity, or sexual orientation. This includes, but is not limited to, verbal threats, threatening phone calls, hate mail, physical assault, vandalism, cross burnings, destruction of religious symbols and fire bombings.

All incidents involving a hate crime or bias-motivated act(s) shall be responded to immediately and shall include, at a minimum, the following:

- The school shall establish an Incident Response Team (I.R.T.) composed of the principal (or designee); a counselor, a school psychologist, a teacher, and a student who have undergone appropriate training.
- When a hate crime or bias-motivated incident occurs, staff must notify the principal/designee immediately.
- The I.R.T. shall be convened immediately when an incident is reported, will investigate the incident, and determine steps to be taken including, but not limited to:
 - a. Interviewing the victim(s) and witness(es) by the principal
 - b. Counseling for the victim, as appropriate
 - c. Calling the parents of all students directly involved and meeting with them
 - d. Notifying law enforcement
- The principal shall complete and submit a Hate Crime/Bias-Motivated Incident Report.
- The I.R.T. will determine whether or not additional follow-up activities are necessary, i.e., staff and student awareness activities, individual or group counseling, etc.
- The I.R.T. will assist victim(s), if applicable, and provide references to victim-support agencies.
- Disciplinary action taken against any student shall be applied pursuant to E.C. 48900, Grounds for Suspension and Expulsion
- ***Site administrator will discuss indepth the content of this bulletin with all employees at the beginning of the school year, at least one time during the school year, and with all new employees at the time of their assignment.***

HAZARDOUS MATERIALS EVENT

- ☐ Call 9-911.
- ☐ Notify Incident Commander.
- ☐ Seal off area of leak/spill.
- ☐ Take charge of area until fire personnel contain incident.
- ☐ Fire officer in charge will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Notify parents if students are evacuated.
- ☐ Resume normal operations after consulting with fire officials.

Incident occurred near school property:

- ☐ Fire or police will notify Incident Commander
- ☐ Fire officer in charge of scene will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Notify parents if students are evacuated.
- ☐ Resume normal operations after consulting with fire officials.

HOSTAGE AND INTRUDER SITUATIONS

Intruder- An unauthorized person who enters school property:

- ☐ Notify Incident Commander.
- ☐ Ask another staff person to accompany you before approaching guest/intruder.
- ☐ Politely greet guest/intruder and identify yourself.
- ☐ Ask guest/intruder the purpose of his/her visit.
- ☐ Inform guest/intruder that all visitors must register at the main office.
- ☐ If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- ☐ Ensure the safety of students and staff.
- ☐ Warn intruder of consequences for staying on school property.
- ☐ Notify police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. (Keep intruder unaware of call for help if possible)
- ☐ Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- ☐ Maintain visual contact with intruder from a safe distance.
- ☐ Incident Commander may issue lock-down procedures (see Lock-Down Procedures section).

Hostage:

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Call 9-911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- ☐ Seal off area near hostage scene.
- ☐ Notify Incident Commander.
- ☐ Ensure the safety of students and staff.
- ☐ Give control of scene to police and hostage negotiation team.
- ☐ Keep detailed notes of events.

If taken hostage:

- ☐ Follow instructions of hostage taker.
- ☐ Try not to panic. Calm students if they are present.
- ☐ Treat the hostage taker as normally as possible.
- ☐ Be respectful to hostage taker.
- ☐ Ask permission to speak and do not argue or make suggestions.

INFECTIOUS DISEASE

Peabody recognizes its dual responsibility to protect the health of students from risks posed by infectious diseases and to uphold the right of students to a free and appropriate education. Peabody requires all staff to routinely observe universal precautions to prevent exposure to blood borne pathogens and prevent the spread of all infectious disease.

The admission of a student with a disease that is contagious within the school setting shall be determined by the principal or designee in accordance with standard procedures. The school shall exclude students only in accordance with law.

Students with Blood-borne Pathogen Infections

Peabody recognizes that human immunodeficiency virus (HIV) and hepatitis B virus (HBV) are blood borne pathogens and not casually transmitted. Children with blood borne pathogen infections are entitled to attend school and receive a free and appropriate public education. The sole presence of blood borne pathogens is not sufficient reason to exclude students from attending school.

Parents/guardians are encouraged to inform the principal or designee if their child has HIV/AIDS so that school staff may keep the student's parents/guardians informed of any outbreak of disease at school. The school will work cooperatively with the student's parent/guardian and physician to minimize the child's exposure to other diseases in the school setting.

Peabody desires to be supportive of students infected with blood borne pathogens and to help their families cope with difficulties they may face. Peabody believes that schools can play an important role in educating the school community about the nature of blood borne pathogens and alleviating fears about their transmission.

SERIOUS INJURY OR DEATH

If incident occurred in school:

- ☐ Call 9-911.
- ☐ Notify CPR/first aid certified persons in school building of medical emergencies
- ☐ If possible, isolate affected student/staff member.
- ☐ Notify Incident Commander.
- ☐ Follow procedures for sheltering or evacuation, if necessary.
- ☐ Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
- ☐ Incident Commander notifies parent(s) or guardian(s) of affected student.
- ☐ Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- ☐ Determine method of notifying students, staff and parents.
- ☐ Refer media to: Demian Barnett 805-563-1172x 150 805-896-2869
School Spokesperson work cell

If incident occurred outside of school:

- ☐ Activate school crisis team.
- ☐ Notify staff before normal operating hours.
- ☐ Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- ☐ Refer media to:
Demian Barnett 805-563-1172x 150 805-896-2689
School Spokesperson work cell

Post-crisis intervention:

- ☐ Meet with school counseling staff and school psychologist to determine level of intervention for staff and students. Antonio Reyes
- ☐ Designate rooms as private counseling areas.
- ☐ Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- ☐ Debrief all students and staff.
- ☐ Assess stress level of all students and staff.
- ☐ Recommend counseling to overly stressed students and staff.
- ☐ Follow-up with students and staff who received counseling.
- ☐ Designate staff person(s) to attend funeral.
- ☐ Allow for changes in normal routines or test schedules to address injury or death.

MEDIA

All staff must refer media to site spokesperson.

The School Administration, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency.

- ☐ School Principal serves as the spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

School spokesperson: Demian Barnett 805-563-1172 x150

Alternate school spokesperson: Julie Bolton 805-563-1172 x151

- ☐ School Public Information person acts as contact for emergency responders and assists spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person:

During an emergency, adhere to the following procedures:

- ☐ Incident Commander or designee relays all factual information to other officials.
- ☐ IC notifies the district and may ask school Public Information designee to prepare a written statement to media.
- ☐ Establish a media information center away from school.
- ☐ Update media regularly. **Do not say “No comment”.**
- ☐ Do not argue with media.
- ☐ Maintain log of all telephone inquiries. Use Public Information Release to respond to inquiries.

Media statement

- ☐ Use Public Information Release to respond to inquiries. Adapt statement during crisis.
- ☐ Emphasize safety of students and staff first.
- ☐ Briefly describe school’s plan for responding to emergency.
- ☐ Issue brief statement consisting only of the facts.
- ☐ Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- ☐ **Refrain from exaggerating or sensationalizing crisis.**

PANDEMIC EMERGENCY

I. SITUATION

- A. A pandemic is a global disease outbreak that occurs when a new virus emerges for which there is little or no immunity in the human population. During the 20th century, there were three influenza pandemics:
 - 1. The 1918 pandemic caused at least 500,000 deaths in the U.S. and up to 40 million deaths worldwide.
 - 2. The 1957 pandemic caused at least 70,000 deaths in the U.S. and 1 to 2 million deaths worldwide.
 - 3. The 1968 pandemic caused about 34,000 deaths in the U.S. and 700,000 deaths worldwide.
- B. When a pandemic influenza virus emerges, its global spread is considered inevitable. Its spread can be delayed through measures such as border closures and travel restrictions, but it cannot be stopped. Because the strain of the virus emerges so rapidly, it is highly unlikely that a vaccine will be available for a pandemic flu outbreak.
- C. Peabody might be severely affected by a pandemic. It is estimated that 20% to 30% of the staff and students is likely to be directly affected by the disease, and additional staff are likely to need to stay home to care for sick family members. At the height of the pandemic, up to 40% of the workforce may be unavailable. In addition, the delivery of such basic commodities as fuel, groceries, etc. is likely to be severely disrupted.
- D. The World Health Organization has developed a Global Influenza Preparedness Plan that breaks the pandemic threat down into several phases:
 - 1. Inter-pandemic period (phases 1 and 2). No new influenza strains have been detected in humans, but virus strains in animals pose a risk to humans that may be low (phase 1) or substantial (phase 2).
 - 2. Pandemic alert period (phases 3, 4, and 5). New influenza strains have caused humans infections. Human-to-human spread is non-existent or limited to rare instances of close contact (phase 3), highly localized in small clusters (phase 4), or localized in larger clusters (phase 5). At phase 5, the virus is becoming increasingly adapted to humans, and there is a substantial pandemic risk.
 - 3. Pandemic period (phase 6). Increased and sustained human-to-human transmission in the general population.
 - 4. Post-pandemic period. Return to the inter-pandemic period (phase 1).
- E. Several governmental organizations conduct pandemic surveillance on a routine basis and provide information about how to recognize, prepare for, and deal with a pandemic.

Federal level - Centers for Disease Control and Prevention (CDC) and its parent organization, the Department of Health and Human Services (DHHS).

State level – California Department of Health Services

County level – Local County Public Health Department.

- F. In the United States, the pandemic phases are based on the global phases. The Secretary of the U.S. Department of Health and Human Services will determine that the nation is in the pandemic period (phase 6) when sustained human-to-human transmission is observed anywhere in the world.

II. MISSION

To establish a program that will educate the district workforce and the student population and their families about how to cope with a pandemic and enable district operations to continue to provide essential services to our students, staff and community.

III. EXECUTION

A. Concept of Operations

1. When a phase 3 pandemic alert has been declared by the World Health Organization, the Public Information Office will issue news releases to inform both the district work force students and their families about how to deal with its effects. These efforts will be intensified and more specifically targeted when a pandemic appears likely to develop (phase 5 or 6 as defined above). These news releases will be coordinated with local emergency management and the public health department releases.
2. The school will implement actions to deal with the pandemic and its effects. These actions will focus on two primary areas:
 - a. Protecting the health of employees, students and their families.
 - b. Ensuring their ability to provide essential services when faced with a severely reduced workforce and the disruption of services and supplies essential to their operations.
3. There are four essential steps that employees, students and their families can take to reduce the spread of the disease:
 - a. Cover your mouth and nose with a tissue or handkerchief when coughing or sneezing.
 - b. Wash your hands frequently with warm water. Use alcohol-based hand sanitizers when soap and warm water are unavailable
 - c. Stay home when you are sick.
 - d. Increase your social distance (avoid crowds and mass gatherings).

B. Tasks.

1. Governing Board – At phase 5 of the pandemic alert period, make policy decisions regarding the following area:

- a. Liberalized use of Family and Medical Leave Act (FMLA) time by district employees to encourage them to stay away from the workplace when feeling sick.

2. School Personnel

- a. Determine which functions of the department are critical, and conduct adequate cross-training of employees in these functions to ensure that critical tasks can be accomplished when a large percentage of the workforce is unavailable.
- b. Identify supplies and services essential to continued operations and, when necessary, identify backup means of ensuring them.
- c. Encourage employees and their families to develop a family emergency plan and emergency kit capable of sustaining them for a minimum of 72 hours without outside assistance
- d. Consider the procurement of supplies to prevent the spread of disease in the workplace – surgical masks, hand sanitizer bottles, etc.
- e. At phase 5 of the pandemic alert period:
 - 1. Encourage employees to stay home when they feel sick. Send employees home if they appear to be sick.
 - 2. Consider implementing policies that limit face-to-face contact among students and staff as well as between staff and the public.
- f. During the pandemic period (phase 6):
 - 1. Curtail less essential services as required when the district workforce and students are reduced by the effects of the pandemic.
 - 2. Implement backup means of maintaining the educational process and ensuring essential supplies and services.
 - 3. In coordination with the county health department, determine if schools should be closed.

3. Public Information

- a. At phase 3 of the pandemic alert period, Initiate an education campaign for the staff, students and families, emphasizing (1) steps they can take to prevent the spread of disease, and (2) the need to develop family disaster plans and kits that will enable them to sustain themselves if essential public services (food, water, sanitation, etc.) are lost for several days at a time. The education campaign will be coordinated with the education campaigns of cities and towns within the district boundaries and will emphasize reaching out to the Spanish-speaking component of the community.

- b. At phase 5 of the pandemic alert period and during the pandemic period (phase 6):

Intensify the education campaign for the public, emphasizing the same items as during phase 3. In addition, alert the public to potential changes in services provided by the district as a result of personnel shortages caused by the pandemic.

POISONS

- ☐ Call 9-911.
- ☐ Notify Incident Commander.
- ☐ Seal off area of leak/spill.
- ☐ Take charge of area until fire personnel contain incident.
- ☐ Fire officer in charge will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Notify parents if students are evacuated.
- ☐ Resume normal operations after consulting with fire officials.

Incident occurred near school property:

- ☐ Fire or police will notify Incident Commander
- ☐ Fire officer in charge of scene will recommend shelter or evacuation actions.
- ☐ Follow procedures for sheltering or evacuation.
- ☐ Notify parents if students are evacuated.
- ☐ Resume normal operations after consulting with fire officials.

PUBLIC AGENCY USAGE

Peabody recognizes that school facilities are a community and authorizes their use by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities. (*cf. 6145.5 - Student Organizations and Equal Access*)

All school-related activities shall be given priority in the use of facilities and grounds under the Civic Center Act. Thereafter, the use shall be on a first-come, first-served basis.

The principal or a designee shall maintain procedures and regulations for the use of school facilities and grounds that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities.
2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary (*cf. 0450 – Comprehensive School Safety Plan*), (*cf. 3516 - Emergencies and Disaster Preparedness Plan.*).
3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work.

Fees

The school believes that the use of school facilities or grounds should not result in costs to the School. We shall charge at least direct costs to all non-school district groups granted facility use under the Civic Center Act. Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students. (Education Code 38134)

SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

Intruder- An unauthorized person who enters school property:

- ☐ Notify Incident Commander.
- ☐ Ask another staff person to accompany you before approaching guest/intruder.
- ☐ Politely greet guest/intruder and identify yourself.
- ☐ Ask guest/intruder the purpose of his/her visit.
- ☐ Inform guest/intruder that all visitors must register at the main office.
- ☐ If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- ☐ Ensure the safety of students and staff.
- ☐ Warn intruder of consequences for staying on school property.
- ☐ Notify police and Incident Commander if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- ☐ Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- ☐ Maintain visual contact with intruder from a safe distance.
- ☐ Incident Commander may issue lock-down procedures (see Lock-Down Procedures section).
- ☐ Cover up food not in containers or put it in the refrigerator.
- ☐ If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- ☐ Teachers should account for all students after arriving in safe area.
- ☐ All persons must remain in safe areas until notified by Incident Commander or emergency responders.

SEXUAL HARASSMENT

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when (Education Code 212.5):

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic performance, or of creating an intimidating, hostile or offensive educational environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Notifications

Peabody's sexual harassment policy will be developed and a copy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980).
2. Be displayed in a prominent location near the school principal's office (Education Code 212.6)
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code 212.6).
4. Appear in any school or district publication that sets forth the schools' or districts' comprehensive rules, regulations, procedures and standards of conduct (Education Code 212.6).
5. Be provided to employees and employee organizations

Enforcement

The principal or designee shall take appropriate actions to reinforce Peabody's sexual harassment policy. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing staff in-service and student instruction or counseling
3. Notifying parents/guardians
4. Notifying child protective services
5. Taking appropriate disciplinary action. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment that he/she knew was not true.

STAFF AWARENESS OF DANGEROUS CHILD

- ☐ Notify Incident Commander.
- ☐ Ask another staff person to accompany you before approaching student.
- ☐ Approach student and identify yourself.
- ☐ Ask the student the purpose of actions

If student refuses to calm down:

- ☐ Ensure the safety of students and staff.
- ☐ Warn student of consequences for continuing
- ☐ Notify police and Incident Commander if student continues to be dangerous. Give police full description of student.
- ☐ Walk away from student if he/she indicates a potential for violence. Be aware of student's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- ☐ Maintain visual contact with student from a safe distance.
- ☐ Incident Commander may issue lock-down procedures (see Lock-Down Procedures section).

STAFF SEARCH OF STUDENT

Peabody recognizes that incidents may occur which jeopardize the health, safety and welfare of students and staff and which necessitate the search and seizure of students, their property, or their lockers by school officials. School officials may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the district or the school. The Board urges that discretion, good judgment and common sense be exercised in all cases of search and seizure. The parent/guardian of a student subjected to an individualized search shall be notified by the school as soon after the search as possible.

The school finds that the growing presence of weapons in the schools threatens the school's ability to provide the safe and orderly learning environment to which our students and staff are entitled.

SUICIDE

Suicide Attempt in School:

- ☐ Verify information.
- ☐ Call 9-911.
- ☐ Notify school psychologist/counselor and Incident Commander.
- ☐ Incident Commander notifies parent(s) or guardian(s) if suicidal person is student. Incident Commander may schedule meeting with parents and school psychologist/counselor to determine course of action.
- ☐ Calm suicidal person.
- ☐ Try to isolate suicidal person from other students.
- ☐ Ask suicidal person to sign a “no suicide contract”.
- ☐ Stay with person until counselor/suicide intervention arrives. **Do not leave suicidal person alone.**
- ☐ **Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- ☐ Activate school crisis team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death/Serious Injury:

- ☐ Verify information.
- ☐ Notify Incident Commander who will activate school crisis team, if necessary.
- ☐ Notify staff in advance of next school day following suicide or attempted suicide.
- ☐ Determine method of notifying students and parents. Do not mention “suicide” or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- ☐ Implement post-crisis intervention.

Post-crisis Intervention:

- ☐ Meet with school counseling staff and school psychologist to determine level of intervention for staff and students.
- ☐ Designate rooms as private counseling areas.
- ☐ Escort siblings, close friends, and other “highly stressed” students to counselors.
- ☐ Assess stress level of staff. Recommend counseling to overly stressed staff.
- ☐ Refer media to School Public Information Spokesperson. **Do not let media question students or staff.**
- ☐ Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- ☐ Move students to interior hallways if possible.
- ☐ Close all doors leading into hallways to minimize flying glass.
- ☐ All people assume the **duck, cover and hold** position on the ground.
- ☐ Shut down all utility systems to the building. (Gas and electricity are the priorities)
- ☐ Shelter in place to protect from fall out if attack is far enough away.
- ☐ Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the school should:

- ☐ Reverse-evacuate all people into school buildings.
- ☐ Shelter in place.
- ☐ Close all doors and windows.
- ☐ Shut down the HVAC system. (Limit airflow from outside)
- ☐ Seal doors, windows, and vents with plastic and duct tape.
- ☐ Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- ☐ Reverse-evacuate all people into school buildings.
- ☐ Shelter in place.
- ☐ Close all doors and windows.
- ☐ Shut down the HVAC system. (Limit airflow from outside)
- ☐ Seal doors, windows, and vents with plastic and duct tape.
- ☐ Be prepared to treat students and staff who experience a reaction to the chemical agent.
- ☐ The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- ☐ Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- ☐ Close all doors leading into hallways to minimize flying glass.
- ☐ All people assume the *duck, cover, and hold* position on the ground.
- ☐ Shut down all utility systems to the building. (Gas and electricity are the priorities)
- ☐ Shelter in place to protect from fall out if attack is far enough away.
- ☐ Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

If the school is the target:

- ☐ Evacuate to pre designated off site location(s) (Possible locations are the school, CVS, or Mackenzie Park).

WEAPONS

- ☐ **Call police if a weapon is suspected to be in school.**
- ☐ **Notify the Incident Commander**
- ☐ Ask another administrator or teacher to join you in questioning suspected student or staff member.
- ☐ Accompany suspect to private office to wait for police.
- ☐ Conduct search with police.
- ☐ Inform suspect of his/her rights and why you are conducting search.
- ☐ Keep detailed notes of all events and why search was conducted.
- ☐ Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- ☐ If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

WEATHER

***Severe Weather Watch* has been issued in an area near school**

- ☐ Monitor Emergency Alert Stations or NOAA Weather Stations (National Weather Service, Weather Channel).
- ☐ Bring all persons inside building(s).
- ☐ Close windows and blinds.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- ☐ Review “drop, cover and hold” procedures with students.

***Severe Weather Warning* has been issued in an area near school or severe weather has been spotted near school**

- ☐ Shut off gas.
- ☐ Move students and staff to safe areas.
- ☐ Remind teachers to take class rosters.
- ☐ Ensure that students are in “drop, cover and hold” positions.
- ☐ Account for all students.
- ☐ Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.