

Goleta Valley Junior High School

**Comprehensive  
School Safety Plan  
For 2012-2013**

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# School Safety Plan

## Signature Page for 2012-2013

The undersigned members of the School Safety Planning Committee certify that the requirements for the School Safety Plan have been met.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
School Site Council President

\_\_\_\_\_  
Santa Barbara Teachers Association Representative

\_\_\_\_\_  
California School Employee Association Representative

\_\_\_\_\_  
Parent Representative

\_\_\_\_\_  
Law Enforcement Representative



# Preface

The Comprehensive School Safety Plan process is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as meeting the requirements for the annual Safety Plan process under Senate Bill 187 and the National Incident Management System. It is designed to be an electronic and hard copy safety plan. This document must be updated as necessary to meet site, district and community needs, forms or requirements. It is not intended to be a “grab and go” guide in an actual emergency.

**NOTE:** Some elements of this School Safety Plan are confidential. Copies of these confidential elements are secured at the school site and district office. These elements include: student and staff personal information, emergency evacuation, ingress/egress routes and other sensitive emergency contact information.

Following any emergency, notify the district superintendent's office: 805.963.4338 x 201



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# Chapter 1: School Safety Plan

## *Introduction*

This guide will provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Site Council’s Safety Planning Committee of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals have been set for the upcoming school year.
  
2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council president, and the school principal before being presented to the board of education for final review and adoption. This review includes the following mandated components:
  - Child Abuse reporting procedures
  - Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
  - Procedures to notify teachers and counselors of dangerous students
  - Sexual harassment policy
  - Safe ingress and egress to and from school
  - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning (discipline guidelines)
  - Dress code
  - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

## **Staff Training Statement**

The staff has been trained on the contents of this entire plan through an in-service and the staff handbook.

## **Implementation of Plan**

The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review.



# Chapter 2: School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee (Education Code 35294.1). The school site safety committee is composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization and other members, if desired (Education Code 35294.1). In addition, local law enforcement has been consulted (Education Code 39294.1).

The School Safety Planning Committee members are:

1.	<u>Veronica Rogers</u> Name	<u>Principal</u> Position
2.	<u>Jeanne McCrea</u> Name	<u>Assistant Principal</u> Position
3.	<u>Mitch Torina</u> Name	<u>Assistant Principal</u> Position
4.	<u>Dan Nelson/George Hendricks</u> Name	<u>School Resource Officer</u> Position

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

- A representative from the local law enforcement agency
- School resource officers
- Guidance counselor
- Special education department chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

# Chapter 3: Annual Safety Goals

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

The school’s Safety Planning Committee reviewed school, district and community crime data trends. Other data can bring value to the discussions. Such data may include: mental health data, state, district or site surveys (such as the California Healthy Kids Survey), disciplinary data and community police data.

Based on data analysis, the School Safety Planning Committee identified four safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. The goals are reported, with the Safety Plan, to the board of education and are shared with the school staff and community. In order to keep the goals as a safety focus for the school year, at least three brief meetings were held to review data and progress.

## Safety Plan Goals for 2011 – 2012

**GOAL 1:** Decrease the number of incidents related to EC 48900 a. 1 (Caused, attempted to cause, or threatened to cause physical injury to another person) by 10%.

Strategy	1.1 Administrative visits each semester: discuss with students rules and expectations. Frequent and increased visitations with CTE students.	1.2: : Implement academic, counseling and behavior pyramid of interventions	1.3: Increase coordination and communication with Local Law Enforcement Agency
Baseline	1.1: From 2006 to 2009 there have been an average of 28 violations of EC 48900 a. 1 per year		
Assessment	1.1: Number of students suspended for violation of EC 48900 a. 1	1.2: Number of students mandated to mediation	1.3: California Healthy Kids Survey (CHKS)

**GOAL 2:** Decrease the number of incidents related to EC 48900 c. (Possessed, sold, or furnished, or been under the influence of any controlled substance, alcohol, or intoxicant) by 5%.

Strategy	2.1 Administrative visits each semester: discuss with students rules and expectations	2.2: : Implement academic, counseling and behavior pyramid of interventions	2.3: Increase drug awareness and education through PTSA. Increase teacher awareness through Professional Development
Baseline	2.1: From 2006 to 2009 there have been an average of 9 violations of EC 48900 c. per year		
Assessment	2.1: The number of students suspended for violation of EC 48900 c	2.2: Number of students referred to SUPER and Daniel Bryant	2.3: California Healthy Kids Survey (CHKS)

**GOAL 3:** Decrease the number of incidents related to EC 48900 k (Disrupted school activities or willfully defied valid authority) by 5%.

Strategy	3.1 Administrative visits each semester: discuss with students rules and expectations	3.2: Implement academic, counseling and behavior pyramid of interventions per Comprehensive Program Analysis	3.3: Increase diversity and equity training for students and staff
Baseline	3.1: From 2006 to 2009 there have been an average of 42 violations of EC 48900 k per year		
Assessment	3.1: Number of students suspended for violation of EC 48900 k	3.2: Number of referrals, progress reports, grade reports and SST’s	3.3 Anecdotal evidence from staff

## Chapter 4: Policies and Procedures

### *Mandated Policies and Procedures*

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

- Child abuse reporting consistent with Penal Code 11166.
- Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- Sexual harassment policy pursuant to Education Code 212.5.
- Procedures for safe access and exit of students, parents/guardians, and employees to and from

- the school.
- The rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.5 (Board Policy 5144, “discipline”) to create a safe and orderly environment conducive to learning at school.
- The school does not have a specific dress code prohibiting students from wearing “gang related apparel”. Inappropriate clothing will be addressed on a case-by-case basis.
- Routine and emergency disaster procedures, including: emergency and disaster preparedness plan, fire drills, bomb threats, earthquake emergency procedure system and transportation safety and emergencies.

### **Statement of Rules and Procedures on School Discipline**

Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal,

principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning. (Education Code 44807)

**Notification to Students and Parents**

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

**Discipline**

No student will be allowed to disrupt the normal school day activity or to compromise the health and safety of the campus. Any student who violates the dress code policy of the school site shall be requested to change his or her clothing for the first offense. Students shall be requested to change their clothing and shall be disciplined for each subsequent offense for willful defiance per school and district policy.

***Suspension and Expulsion Policies***

See Appendix A for grounds for suspension and expulsion.

Per Education Code 48900(s), a pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district.

A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- while on school grounds;

- while going to or coming from school;
- during the lunch period, whether on or off the campus;
- during, or in route to and from, a school sponsored activity.

***Staff Notification of Dangerous Students***

Education Code 49079 and the districts’ collective bargaining agreement with the Santa Barbara Teachers Association require that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts (Education Code sections 48900 and 48915) for the three previous years.

The goal is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900. This plan has been reviewed with every district comprehensive school.

1. Aeries (the computerized student information system) entries under the #4 discipline tab will include a notation in the “SSA Date” that includes the date of the latest suspension under those Education Code tenets described above. SSA refers to the Safe School Act.
2. On a subsequent offense, the date is changed to the most current offense. If a student enrolls from a court or community school or from any other school and we have a record that the student has committed a suspendable offense, site administration will ensure someone enters the enrollment date in the same field. It is the responsibility of the site administration to determine who will enter this information. When notice is received from any court that the students has committed any law violation which falls into any category outlined by Education Code 48900, the local school will enter the date of the offense into field #4 discipline tab.
3. This process will not replace the formal notification to teachers of offenses under Education Code 49079.
4. Teachers will keep this information available in their confidential classroom material for others (e.g., substitutes) to read when necessary.
5. Site administration will make every effort to contact a suspended student’s teachers as soon as



practical after the offense.

**Sexual Harassment Policy**

**Definition**

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

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

**Board Policy 5145.7:  
“Sexual Harassment”**

The board of education of the Santa Barbara School Districts is deeply committed to the premise that on high school campuses, full participation in the educational process must be in an environment that is free from unlawful harassment and is nondiscriminatory with regard to race, color, national or ethnic origin, citizenship, age, gender, religion, sexual orientation, physical or mental disability, medical condition, marital status, or any other basis protected by federal, state, or local law, ordinance, or regulation, or Title IX of the Education Amendments of 1972, The Board maintains a strict policy prohibiting unlawful harassment or discrimination on the basis of any of these protected areas. See appendix H.

**Complaint Procedure**

Any employee or student may have a claim of harassment even if he or she has not lost a job, some economic benefit, or academic benefit in the case of students. The law prohibits any form of protected basis harassment that impairs an employee’s or student’s working ability or emotional well-being at work or school. Employees or students who think

they are being harassed or discriminated against in the work place or on campus because of their gender, race, national origin and/or other protected basis, should use the district’s policy procedures to file a complaint.

Employees and students have the right of redress for unlawful harassment or discrimination. In order to secure this right, individuals must submit a complaint, preferably but not necessarily in writing, to their own or any other supervisor, the districts’ Director of Personnel, the superintendent, or in the case of students, to the school site administrator, as soon as possible, but at least within six months of the date the alleged incident occurred or within six months of the date the employee or student first obtained knowledge regarding the alleged incident. The complaint should include the details of the incident or incidents, the names of the individuals involved and the names of any witnesses.

**Staff-to-Staff, Staff-to-Student, and Student-to-Staff Complaint**

A staff-to-staff and student-to-staff sexual harassment/discrimination complaint will be referred to the districts’ director of personnel, along with the original copy of the complaint form. The complaint will be kept highly confidential.

**Student-to-Student Complaint**

This type of complaint will be handled by the site administrator or designee, following the districts’ guidelines on handling a sexual harassment complaint. The original copy of the complaint and disposition shall be forwarded to the office of Student Services.

**Knowledge of Student-to-Student and Staff-to-Student Sexual Harassment**

Staff having knowledge of any alleged sexual harassment activity will report that information to the school’s administration. It is the administration’s responsibility to make sure that the proper process is used to respond to the complaint.

**Mandated Reporting**

**Definition of Child Abuse**

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; the sexual abuse of a child or any act or omission

pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury); and the physical or emotional neglect of a child or abuse in out-of-home care.

**Child Abuse**

- Injury inflicted by another person
- Sexual Abuse
- Neglect of child’s physical, health, and emotional needs
- Unusual and willful cruelty; unjustifiable punishment
- Unlawful corporal punishment

**Not Considered Child Abuse**

- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer
- To quell a disturbance threatening injury to a person or damage property
- To prevent physical injury to another person or damage to property
- For the purposes of self-defense
- To obtain weapons or other dangerous objects within the control of a child
- To apprehend an escapee

**Mandated Child Abuse Reporting**

Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, Penal Code 11164.

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report: the telephone call must be made immediately or as soon as possible by telephone AND a written report must be sent within 36 hours of the telephone call to Child Protective Services (1-805-683-2724).

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way,

may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

This entire section on child abuse was taken from *California Laws Relating To Minors*.

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

**Sexual Activity**

Involuntary sexual activity is always reportable.

Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code section 2200)

Voluntary sexual activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive; either by Penal Code definition or because of an exploitative relationship and then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

**Reportable Sexual Activity if a Child is 14 years of age**

Sexual activity must be reported if a child is 14 years of age and:

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

**Reportable Sexual Activity if the Child is 14 or 15 years of age**

Sexual activity must be reported if the child is 14 or 15 years of age and:

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

**Reportable Sexual Activity if the Child is 16 or 17 years of age**

Sexual activity must be reported if the child is 16 or 17 years of age and:

- The partner is less than 14 years of age.
- There is unlawful sexual intercourse with a

partner older than 14 and there is evidence of an exploitative relationship.

- The partner is the alleged spouse and there is evidence of an exploitative relationship.

**Reportable Sexual Activity if the Child is under 18 years of age**

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

**Not Reportable Sexual Activity**

- Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- Unlawful sexual intercourse of a child 14 to 15 years-old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either Child Protective Services (CWS) and to the appropriate police jurisdiction. This information will also be cross-reported to the other legal agency. Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse. Child abuse reporting phone number: (805) 683-2724

# Chapter 5: Drills and Emergency Disaster Procedures

## Authorities, References, and Definitions

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

The California emergency Services Act provides the basic authorities for conducting emergency operations following a proclamation of a local emergency, state of emergency, or state of war emergency by the governor and/or appropriate local authorities, consistent with the provisions of this Act.

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

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

The law applies to public school employees in the following cases: when a local emergency is proclaimed; when a state of emergency is proclaimed; or when a federal disaster declaration is made.

The law has two ramifications for school district employees:

1. It is likely that public school employees are pressed into service as disaster service workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employee workers’ compensation coverage becomes the responsibility of state government (Governor’s Office of Emergency Services), but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared. The Governor’s Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training

during or after a disaster. It requires that school districts be prepared to respond to emergencies using State Emergency Management System (SEMS).

### California Civil Code, Chapter 9, Section 1799.102

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

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

### California Education Code Sections 35295-3529, 40041, and 40042

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

### California Emergency Plan

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

**Definitions: Incidents, Emergencies, Disasters**

**Incident**

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a “Local Emergency”.

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

**Emergency**

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in SEMS terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center).

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

- State of war emergency
- State of emergency
- State of local emergency

**Disaster**

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or

destruction. Disasters may occur with little or no advance warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed.

There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster’s effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency. Emergency operations centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOC’s.

**Levels of Response**

Response levels are used to describe the type of event: the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to emergency proclamations issued by the head of local government.

**Response Level 0 – Readiness and Routine Phase**

On-going routine response by the school district to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

**Response Level 3 – Local Emergency**

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident (e.g., gas leak, sewer back-up, assault, bomb threat, toxic spill, medical emergency, shooting) occurs. A Level 3 response requires school/site coordinators to implement guidelines contained within this document and interact with public agencies.

**Response Level 2 – Local Disaster**

A moderate to severe emergency in which resources

are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Santa Barbara School District to respond. The affected cities and the County of Santa Barbara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

**Response Level 1 – Major Disaster**

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Barbara will proclaim a local emergency. Then, the State of California will declare a state of emergency. A presidential declaration of an emergency or major disaster is requested by the state. Examples of major disasters are the Jesusita Fire of May 2009 and La Conchita flooding in 2001. When local jurisdictions declare a state of emergency, the district board can declare the same.

**Emergency Phases**

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

**Prevention/Mitigation Phase**

Prevention/mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the

effects may create a safer environment that will result in lower response costs and fewer casualties.

**Preparedness Phase**

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Activities identified in this plan have either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOP) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with SOP, checklists, and are periodically trained in activation and execution.

**Response Phase**

The response phase is the time when agencies implement previously prepared plans.

*Pre-Impact:* recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOC’s may be activated and evacuation may begin.

*Immediate Impact:* emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts and EOC’s may be activated and emergency instructions may be issued.

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

**Recovery Phase**

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

**Planning**

Our school has identified the location of potential evacuation sites (on and off campus) based on the potential circumstances that may cause

movement/relocation of the school population in the event of an emergency. The school has planned for:

- identifying the population of people with disabilities,
- determining proper signage and equipment,
- training staff to assist individuals with disabilities,
- coordinating with emergency response personnel.

**Procedures for Safe Ingress and Egress**

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school planned for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. The school map identifies evacuation areas and ingress/egress routes. Campus map is in Appendix A. Details of routes are held confidential for security purposes.

**On-Campus Evacuation/Assembly Location**

The primary evacuation site for Goleta Valley JHS will be on campus at basketball courts ( blacktop).

**Primary Off-Site Evacuation/Assembly Location**

Goleta Union School District  
401 N Fairview Road Goleta, CA 93117  
Contact: Principal Veronica Rogers

**Emergency Campus Evacuation**

If it is necessary to evacuate the entire campus to another school or relief center, the principal will: notify the superintendent of the campus evacuation, cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees, direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

In an emergency building evacuation all employees will:

1. Upon emergency alert, secure work area and depart/report to assigned area.

2. Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
3. Do not re-enter the building without permission or request of emergency service authorities.
4. Remain in the general assembly areas and calm students if not assigned another duty.
5. When signaled to re-enter safe areas of the school, quickly do so.
6. Upon safe re-entry, report anything amiss to the operations chief.

In an emergency building evacuation teachers will also:

1. Assemble students for evacuation using designated routes and account for all students.
2. Secure room.
3. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
4. Upon arrival at the assembly area, account for all students.
5. Secure medical treatment for injured students.
6. Report any students missing or left behind because of serious injuries.
7. Stay with and calm students.
8. If signaled to re-enter school, assure students do so calmly and account for all students.
9. Check room and report anything amiss to the team leader and/or operations chief.
10. Debrief students to calm fears about the evacuation.

**Signals**

Specific communication techniques for all incidents might vary by school site due to functional alarm systems, intercoms, etc. There are two basic alarms systems: stay in place or evacuate. Specific incidents will dictate additional responses. However, when sound signals are available, the two primary signals should follow this pattern:

- One long bell indicates that all staff and students should find shelter and plan to remain in a single location.
- A series of short bells indicate an evacuation is required.

Think about the bells as, “LONG STAY – SHORT GO.”

**Fire Drills**

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

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

**Standards for a Successful Fire Drill**

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

**Lockdown Drills**

The school conducts lockdown drills along with other types of emergency planning. These drills initially involve more pre-planning and organization than conducting others.  
The school conducts at least one annual drill, which ordinarily takes no longer than 40 minutes and

impacts class time by 20 minutes. Drills are scheduled with either the District Safety Office or School Resource Officer. There are a number of steps that are required in lockdown drills in order to be successful. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
  - Locking doors
  - Covering windows
  - Turning off lights
  - Building barricades
  - Reviewing classroom and all clear procedures
  - Reviewing off site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your critical response team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks. Remember, this sets the tone for the importance of safety for students and staff on your campus.

**Lockdown**

A lockdown alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon training and drills. This is also true for students who may need to become resources for substitutes or who are alone when an event occurs. Remember, the lockdown response is a partnership with local law enforcement.

**Immediate actions**

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



**Intermediate activities**

1. Place a red card under the door/in a window if you have a serious injury in the classroom.
2. Take roll and conduct anxiety-reducing activities.

**Evacuation**

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

**Shelter-In-Place**

Shelter-in-Place may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and “shelter-in-place” procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a shelter-in-place:

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

**Additional steps for teachers and staff (if appropriate)**

1. Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any

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

**District and Parent Responsibilities for Students**

**The Basic Plan**

The basic plan addresses the school’s responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with local, state, and federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The basic plan:

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

**Requirements**

The plan meets the requirements of Santa Barbara County’s policies on emergency response and planning, the Standardized Emergency Management System (SEMS) operational area response, and defines the primary and support roles of the district and individual schools in after-incident damage assessment and reporting requirements.

**Objectives**

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the district’s facilities and properties.
- Enable the district to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the district emergency operations center (EOC).
- Provide for interface and coordination between sites and the county or city EOC in which they reside.

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

**District Responsibility**

If the superintendent declares a district emergency during the school day, the following procedures will be followed. All students will be required to remain at school or at an alternate safe site under the supervision of the school principal or other personnel assigned by the principal until regular dismissal time and released only then if it is considered safe or until released to an adult authorized by the parent or legal guardian whose name appears on district records. If students are on their way to school, they should continue to on their way to school. If students are on their way home from school, they are to continue home.

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

**Staff Planning Suggestions**

Preparedness for emergencies starts with planning.

The backbone of school planning is dependent on the staff’s willingness to stay at school during a major community emergency. Personal preparedness makes this much easier. Each staff member needs to prepare their family and home for earthquakes and other emergencies. Staff members should have:

1. a 72-hour supply kit for the home,
2. a car kit, including comfortable clothes/shoes and medications,
3. developed a plan to reunite with their family,
4. a neighborhood preparedness program.

Preparedness brochures are available from the local chapter of the American Red Cross, Santa Barbara County Office of Emergency Services, [www.redcross.org](http://www.redcross.org), [www.prepare.org](http://www.prepare.org) or [www.ready.gov](http://www.ready.gov). If the disaster occurs during school time, smart emergency management recommends the child stay at school until the parent or a trusted friend (found on school emergency cards) picks up the child. Nobody can guess, especially in an earthquake, how impacted neighborhoods may be. This means the school staff will need to stay with the children. You can only do this if you are prepared at home. You must feel that your family can activate your family plan without you.

**Parent Responsibility**

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district’s stated policy on retention at school and authorized release in case of a severe emergency.

**Emergency Response  
Procedures Basic Actions**

Most emergency responses are covered by the following basic actions.

**Stand By**

Stand by consists of bringing students into the classroom or holding them in the classroom pending further instruction.

**Leave Building**

Leave building consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. Leave Building is appropriate for, but not limited to, the following emergencies:

- fire,
- peacetime bomb threat,
- chemical accident,
- explosion or threat of an explosion,
- following an earthquake,
- other similar occurrences that might make the building uninhabitable,
- at the onset of a lockdown alert, when teacher/supervisor has ascertained that leaving is the best option.

**Take Cover**

Take cover consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, take cover consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat. Take cover is appropriate for, but not limited to, the following:

- severe windstorm (short warning),
- biological or chemical threat,
- sniper attack,
- rabid animal on school grounds.

**Drop**

The beginning of a disaster itself ordinarily warrants this response. It consists of:

1. **Inside school buildings.** Immediately take cover

- under desks or tables and turn away from all windows and remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
2. **Outside of school buildings.** Earthquake: move away from buildings and take a protective position, if possible
3. **Explosion/nuclear attack.** Take a protective position. Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

**Go Home**

Go home consists of dismissal of all classes and return of students to their homes by the most expeditious manner. Go Home is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, phone distribution lists, or other means will be requested.

**Directed Maintenance**

No school personnel/students are allowed to re-enter a school facility until inspected by and authorized by appropriate school personnel which include maintenance and school administrators, and if applicable, police, fire, or city inspectors. In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed. Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian.

**Directed Transportation**

Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. Directed transportation consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area. This action is appropriate only when directed by the superintendent or designee, site administrator, police, fire, or OES. It may be appropriate for, but not limited to, movement away from: specified man-made emergency (shooting, etc.), chemical and biological gas alert, flood, fallout area, blast area and fire.

# Chapter 6: Earthquake Considerations

## Earthquake Overview

### Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth’s bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. The major effects of earthquakes are ground shaking and ground failure.

Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth’s crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake’s duration, its related number of significant stress cycles, and its accelerations.

### Earthquake Size Descriptions (Richter Magnitude Intensity Effects)

**Minor Earthquake 1 to 3.9:** Only observed instrumentally or felt only near the epicenter.

**Small Earthquake 4 to 5.9:** Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter and may cause damage.

**Moderate Earthquake 6 to 6.9:** Moderate to severe earthquake range; fault rupture probable.

**Major Earthquake 7 to 7.9:** Landslides, liquefaction and ground failure triggered by shock waves.

**Great Earthquake 8 to 8+:** Damage extends over a broad area, depending on magnitude and other factors.

### Standards for a Successful Earthquake Drill

The earthquake alarm can be heard by all staff and students. Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

1. Duck or drop,
2. Evacuation (via alternative routes, if appropriate),
3. Accountability (teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.),
4. All clear (upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.).

### Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs. The plan will also include the following:

1. Drop procedure. As used in this article, “drop procedure” means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools, quarterly in junior highs, and at least once a semester in high schools.
2. Protective measures to be taken before, during, and following an earthquake.
3. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297) Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:
  - **Duck** or drop down on the floor.

- Take **cover** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
  - **Hold** onto the furniture and be prepared to move with it. Stay in this position for at least one minute or, in a real situation, until shaking stops.
4. Evacuation. An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required. Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences with electric shock potential). Make it clear that a post-earthquake route might differ from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas.
  5. Accountability. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and first responders. The principal or designee shall keep a copy of each drill conducted on the emergency drill report form and file a copy with the superintendent/designee.

## ***Earthquake Drop, Cover, and Hold***

### **Earthquake procedures in the classroom or office**

1. At the first indication of ground movement, you should **drop** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
2. You should seek protective **cover** under or near desks, tables, or chairs in a kneeling or sitting position.

3. You should **hold** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes. You should remain in the drop position until ground movement ends.

Be prepared to **DROP, COVER** and **HOLD** during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### **Earthquake procedures in other parts of the building**

1. At the first indication of ground movement, you should **drop** to the ground.
2. Take **cover** under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
3. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### **Earthquake procedures while outside**

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

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris. The bus driver is legally responsible for the welfare of student riders.

# Chapter 7: Special Considerations for Other Emergencies

## Fire

All classrooms and offices shall have an emergency exit sign and evacuation chart posted in a prominent location.

### Fire within a School Building

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

1. The principal or designee will: order an evacuation if the fire alarm doesn't work, call 9-1-1 and notify the superintendent
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the emergency exit plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their roll books to the evacuation site and take roll.
5. Teachers will report any missing student(s) to their team supervisor/administrator.
6. The head custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
7. The head custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The head custodian or designee will also keep access entrances open for emergency vehicles.
8. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the superintendent or designee.

### Fire near School

The principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
2. Notify the fire department by calling 911.
3. Notify the superintendent's office.
4. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the superintendent or designee.
5. Will review directed transportation procedures

(to include planning for bus transportation).

## Power Outage/Rolling Blackouts

It is the district's intent to keep schools open during a power outage. During an actual outage or anticipated outage, affected sites will be contacted as soon as practicable. Once notified, turn off computers, monitors, printers, copiers, and lights when not in use or not needed.

### Preparing for an Outage

1. Update each student's emergency card.
2. Determine availability of portable lighting at site, e.g., flashlights & batteries.
3. Find out if when power is lost, do emergency lights go on and do the exit signs remain lit.
4. Clear away materials and boxes from hallways and pathways.
5. Ask your teachers to have alternative teaching methods and plans available.
6. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
7. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
8. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
9. Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
10. Ask your staff and students to have seasonal warm clothing available.
11. Use surge protectors for all computer equipment, major appliances and electronic devices.

### During an Outage

1. Contact district maintenance office immediately if your site experiences a blackout.
2. Phones connected directly to a phone jack should still be operable.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.

4. Use a buddy system when going to the restrooms.
5. Do not use barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
6. Do not use candles or gas lanterns.
7. Turn off computers, monitors, printers, copiers, and major appliances.
8. Shut off lights in unoccupied rooms.

Rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible. If a power outage is prolonged, the principal should contact the superintendent for directions (release students/staff, evacuation to another site, etc.).

### Bomb Threat

The person receiving the bomb threat will:

1. Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
2. Use the “bomb threat checklist” form (see chapter 10) as a guide to collect the information needed. Don’t be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
3. The most important information is: When will the bomb explode and where is the bomb located?
4. Immediately after receiving the bomb threat, verbally notify the building administrator of the threat received.
5. Complete the “bomb threat checklist” form.
6. Turn off cellular phones and/or walkie-talkie radios (transmits radio waves could trigger a bomb).

Building administrator will (if necessary):

1. Call 9-1-1 and give the following information: your name, call-back phone number, exact street location with the nearest cross street, nature of incident and number and location of people involved and/or injured.
2. Notify superintendent’s office.
3. Evacuate involved buildings using fire drill procedures. Principal must have superintendent’s permission to evacuate the entire site.
4. Implement a systematic inspection of the facilities to determine if everyone is out.

5. Secure all exits to prevent re-entry to buildings during the search period.
6. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
7. Re-occupy buildings only when proper authorities give clearance.

Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

### Intruder on Campus

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

#### Low Level

Have the person(s) under suspicion kept under constant covert surveillance. Approach and greet the intruder in a polite and non-threatening manner. Identify yourself as a school official. Ask the intruder for identification and what their purpose is for being on campus. Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers. If the intruder gives no indication of voluntarily leaving the premises, notify police and administration.

If intruder(s) are on playground or grounds at brunch or lunch time, outdoor supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed and lock exit doors to cafeteria/gym. Consider activating shelter-in-place or lockdown alarm throughout rest of school as appropriate.

#### Hostage Situation

Staff and students should sit quietly if the situation is in their presence and try to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff

member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures. Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard.

The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane. If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands.

Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her. Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals.

If students are outside and are unable to find access to a room, they should, depending on the situation, initiate "take cover" position or run in a zig-zag fashion to the staging areas and stay calm. If and when possible, call administration and/or 9-1-1.

## ***Poisoning, Chemical Spills, Hazardous Materials***

### **Poisoning**

If a student ingests a poisonous substance: call Poison Control Center Link Line 1-800-222-1222 and take appropriate first aid measures; call parents and notify the health office.

### **Chemical Spill on-site**

The following are guidelines for chemical spills:

1. Evacuate the immediate area of personnel.
2. Determine whether to initiate shelter-in-place protocol.
3. Secure the area (block points of entry).
4. Identify the chemical and follow the procedures for that particular chemical.
5. Notify the district office.

## **Chemical Spill Off-Site Involving District Property**

Notify the district office with the following information:

1. date, time, and exact location of the release or threatened release;
2. name and telephone number of person reporting;
3. type of chemical involved and the estimated quantity;
4. description of potential hazards presented by the spill;
5. document time and date notification made;
6. other emergency personnel responding (Highway Patrol, CALTRANS, etc.);
7. locate a fire extinguisher and have present, should the need arise;
8. place reflective triangles or traffic cones if in street or highway, do not light flares;
9. if spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

### **Reporting Chemical Spills**

Once an emergency spill response has been completed, the person reporting the initial spill will complete a spill response evaluation. The incident must be reported to the superintendent within 24 hours of the spill.

### **Spill Clean Up**

Chemical spills may not be cleaned up by school personnel. Call the district operations office at 963-4331. The cleanup will be coordinated through a designated contractor.

### **Hazardous Substances**

Hazardous substances include, but are not limited to the following: gasoline, lacquer, thinner, solvents, paint, motor oil, agricultural spray, diesel fuel, kerosene, stain, anti-freeze, airborne gases/fumes, and brake fluid.

Always call for assistance and extinguish all ignition sources, shut off main emergency switch to fuel pump, if appropriate, move appropriate fire extinguishing equipment to area, if possible, contain the spill to prevent further contamination, and move people/personnel away or evacuate from contamination area

If the spill poses and immediate student and staff hazard, all personnel should evacuate the area



immediately. Move uphill and upwind, if possible.

**Vehicle Fuel Spill**

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

1. Shut off emergency switch.
2. Avoid skin contact.
3. Isolate the spill from people and vehicles by blocking all points of entry.
4. Stop and evaluate any hazards.
5. Prevent discharge into storm drains.
6. Divert the flow by sealing off areas with absorbents.
7. Prevent runoff.

**Pandemic Illness**

Responding to a pandemic illness requires all staff to be aware of symptoms and how the school and district office will respond. Response will be a community issue. This response will include:

1. Stakeholders with authority will outline process for identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
2. School will designate a single office to coordinate the community plan.
3. Recognition that in an affected community, at least two pandemic waves (6-8 weeks each) are likely over several months. The school might be designated as a contingency hospital.
4. Students with special needs will be considered in planning (e.g., low income for feeding purposes).
5. The school will participate in community plan exercises.
6. The school will share lessons learned from developing preparedness and response plans with other local public and private schools.

**Bioterrorism**

**How to identify suspicious letters or packages**

Some characteristics of suspicious letters or packages include the following:

- excessive postage,
- handwritten or poorly typed addresses,
- incorrect titles,

- title, but no name,
- misspellings of common words,
- oily stains, discolorations or odors,
- no return address,
- excessive weight,
- lopsided or uneven envelop,
- protruding wires or aluminum foil,
- excessive security material such as masking tape, string, etc.,
- visual distractions,
- ticking sound,
- marked with restrictive endorsements, such as “Personal” or “Confidential”,
- shows a city or state in the postmark that does not match the return address.

Do not shake or empty the contents of any suspicious envelop or package. Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents. If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover. Then, leave the room and close the door, or section off the area to prevent others from entering. Wash your hands with soap and water to prevent spreading any powder to your face. Report the incident to the local police and your site administrator. List all people who were in the room or area when this suspicious letter or package was recognized.

**Envelope with powder or powder spills out onto a surface**

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover. Leave the room and close the door or section off the area to prevent others from entering. Wash your hands with soap and water to prevent spreading any powder to your face.

Call 9-1-1 and your site administrator to report the incident. Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal. Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder.

**Anthrax**

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

**Botulism**

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

**Foodborne Botulism**

The bacterium is ingested with the contaminated food source. Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods. Double or blurred vision, drooping eyelids, slurred speech, difficulty

swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

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

**Inhalational Botulism**

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population.

Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur. Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

# Chapter 8: Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

## Types of First Aid responses

### Rescue breathing

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

### Bleeding

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

### Treatment for Shock

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

### Choking

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

### Mass Casualty

In the event of a mass casualty incident (MCI)

1. Determine what the problem is and call 9-1-1 for local emergency services.
2. Identify the problem and give the school address.

3. Site administrators decide whether or not to activate the school site disaster first aid team protocols (See this plan for medical triage protocol).
4. Determine if problem will continue or if it is over.
5. School representative will meet incident command officer (fire department or police official) who will determine exact nature of incident.
6. Site administrators/first responders will implement mass casualty tracking.
7. Protocols as appropriate to the situation.
8. Keep calm, reassure students.
9. Fire department will notify appropriate agencies for additional help.
10. Crisis team will convene.
11. Contact superintendent to determine need to send students home

## Suicide Threats and Attempts

### Do’s

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

### Don’ts

1. Don’t leave the person alone for even a minute.
2. Don’t act shocked or be sworn to secrecy.
3. Don’t underestimate or brush aside a suicide threat (“You won’t really do it; you’re not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you should not add to the burden.

- 4. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- 5. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

**Triage Guidelines**

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care. Incidents involving large numbers of casualties, and have a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is most commonly used is the S.T.A.R.T. (Simple Triage and Rapid Treatment) plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

**TRIAGE Priorities**

**Highest Priority – RED TAG**

- Airway and breathing difficulties
- Cardiac arrest
- Uncontrolled or suspected severe bleeding
- Severe head injuries
- Severe medical problems
- Open chest or abdominal wounds
- Severe shock

**Second Priority – YELLOW TAG**

- Burns
- Major multiple fractures
- Back injuries with or without spinal cord damage

**Third Priority – GREEN TAG**

- Fractures or other injuries of a minor nature

**Lowest Priority – BLACK TAG**

- Obviously mortal wounds where death appears reasonably certain
- Obviously deceased

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

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

During initial contact identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN.

Begin evaluating the non-ambulatory patients where they are lying. Assess respiration (normal, rapid, absent). If breathing is absent, open airway to see if breathing begins. If not breathing, tag BLACK (dead). DO NOT PERFORM CPR.

If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open). If respiration is normal, go to next step.

Assess perfusion (pulse, bleeding). Use the capillary refill test to check radial (wrist) pulse. If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED. If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.

Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control). Assess mental status (commands, movement). Use simple commands/tasks to assess. If patient cannot follow simple commands, tag RED. If patient can follow simple commands, they will be tagged YELLOW or GREEN.

This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations).

# Chapter 9: Incident Command System

## Responsibilities for a School Disaster

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

### Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called management, planning, operations, logistics, and finance/administration. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function. Every incident needs a person in charge. In SEMS and ICS, this person is called the incident commander or school commander. No one person should supervise more than seven people (the optimum number is five). However, this does not apply to the student supervision team under operations.

### Common Terminology

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology. If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording. This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and:

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications and avoid

duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

## Primary Incident Command System Functions

### Incident/School Commander (the "leader")

The management section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Santa Barbara High School District. The management section staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

### Operations Section (the "doers")

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

### Planning/Intelligence Section (the "thinkers")

The planning and intelligence section is responsible for collecting, evaluating, and disseminating information, maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops district EOC/field action plans for implementation by the operations section.

### Logistics Section (the "getters")

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

Finance and Administration Section  
(the "collectors")

The finance and administration section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase. Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single incident action plan. The use of unified command is a valuable tool to help ensure a coordinated multi-agency response. Unified command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability. Unified command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the unified command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

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

Pre-designated Incident Facilities

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

School ICS Team Leaders

School (Incident) Commander	Veronica Rogers, Principal
Liaison	Mitch Torina, Assistant Principal
Safety	Mitch Torina, Assistant Principal
PIO	Jeanne McCrea, Assistant Principal
Operations Chief	Mitch Torina, Assistant Principal
Planning Chief	Jeanne McCrea, Assistant Principal
Logistics Chief	Jeanne McCrea, Assistant Principal
Finance Chief	Jetton Grunt, Office Manager
Site Check/Security	Campus Safety Assistants
Staffing	Mitch Torina, Assistant Principal
Supplies/Facilities	Mike Torres, Head Custodian
Purchasing	Jetton Grunt, Office Manager
Timekeeping	Mitch Torina, Assistant Principal
Documentation	Sheila Davies, Counseling Secretary
Transportation (carts)	Mike Torres, Head Custodian & Enrique Pizano, Gardener
Communications	Jetton Grunt, Office Manager
Search and Rescue	Mitch Torina, Assistant Principal
Medical	Elizabeth Imperato, R.N. Health Technician
	Liz Christian, District Nurse
Student Supervision	Jeanne McCrea, Assistant Principal
Student Transport/Release	Sheila Davies, Assistant Principals Secretary, Marcia Gonzalez, Registrar. Pamela Gilbert, Office Assistant
School Resource Officer (SRO)	Officers Dan Nelson/George Hendricks

\* (all site administrators have contact information on SRO)

**Staging Areas:** Behind cafeteria kitchen (medical area)

**Command Post:** Planter area near boys PE

**Mass Care Centers:** Primary site: activity room;  
Secondary site: cafeteria dinning hall

**Evacuation Centers:** On campus site: Basketball courts  
Off campus site: TBD

Emergency Response Teams:

Mary Ellen Brown, Paul Campbell, Bill Gourley, Steve Aikens, Chris Hughes, Ian Moore, Katrina Peeples, Janette Peinado, Ron Penate, Brad Penkala, Nate Thompson, , Tami Gunton, Brian Eisen

District Emergency Directory

Media

City Emergency Radio Station AM 1590  
City Television Station Channel 18

Emergency Telephone Numbers

Police Department 911  
Sheriff's Office 911  
Paramedics and Ambulance 911  
District Nurse 963-4331  
American Red Cross 687-1331

Santa Barbara School District's Personnel

(District Office switchboard, (963-4331)  
Barbara Keyani, Communications 896-1727  
Dr. Dave Cash, Superintendent Ext. 6201  
Meg Jette, Assistant Superintendent Ext. 6222  
Marlin Sumpter, Director Student Services Ext.6 258  
Ann Peak, Director of Certificated Personnel Ext. 6237  
Dave Hetynok, Director of Facilities Ext. 6222

Command Staff

PIO	Barbara Keyani
Technical Specialist	Dennis Ryan
Safety	Marlin Sumpter
Site Resources	Dave Hetynok
Maintains Communication w/ Site(s)	Elaine Alvarado
Post-event Planning Implementation	Dr. Ben Drati
Documentation	Mimi Hall
Personnel Resources: External	Bruce Chavez
Internal	Ann Peak
Equipment, Supplies, Transportation, Communication	Dave Hetynok
Finance Coordinator Chief	Patricia Vogt
Timekeeping	Esperanza Villegas
Purchasing	Meg Jette
Communication w/ Insurance Companies	Alma Flores

Emergency Communications

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

Emergencies within a school

Internal communications will be via public address systems, emails, message runner, and telephone.

External communications will be via the main communications network and news bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools

In-district communications will be via telephone (to include Teleparent), if operable. Superintendent or designated public information officer (ordinarily Barbara Keyani) and/or principal will release information to news media and prepare necessary bulletins. A crisis communications center will be established to collect and release information if the emergency is of a continuing nature.

1. Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.
2. Use established communication channels to keep employees, students, parents, essential communicators and community informed.
3. Keep secretaries briefed on situation changes and what to tell people who phone the school or district.
4. Hold briefings with employees, labor association leaders, board president, student leaders and other key communicators.
5. Enact telephone tree in order to communicate updates.
6. Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed. Provide superintendent and public information officer with a copy of each bulletin.

Working with the news media

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

Under no circumstances should a school site make contact with local media without first coordinating such communications through the district office.

**Media Contact Information**

**Television Stations**

KEYT Television	805-882-3900
KMPR (Univision)	805-685-3800
KSBY Television	805-963-7883
KCOY	805-925-1200
KKFX (w/KCOY)	805-925-1200
KCET	323-953-5308
KTAS (Spanish)	805-545-9428

**Radio Stations**

KDB 97.3FM	805-966-4131
KJEE 92.9FM	805-962-4588
KLITE 101.7FM (w/KTMS)	805-879-8300
KRUZ 97.5FM	805-966-1755
KTYD 99.9FM	805-879-5893
KTMS 990AM	805-879-8300
KMGQ (Magic) 106.3FM	805-966-1755
KSPE (Spanish)	805-879-5773

**Print Media**

Santa Barbara News-Press	805-564-5243
Independent	805-965-5205
Montecito Journal	805-565-1860
Daily Sound	805-564-6001
La Opinion (Spanish, LA-based)	213-896-2000
El Mexicano	805-884-7407
Coastal View	805-684-4428
Goleta Valley Voice (See News-Press)	

**Recovery**

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources. Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a “new normal” to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express their own needs and feelings. Encouragement and support, while avoiding judgmental remarks, are the goals. When the needs of the victims exceed the immediate resources available to the school, Santa Barbara County Mental Health and the agencies working under its umbrella are available to support schools. Numerous agencies under the Santa Barbara County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities.

These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.



# Chapter 10: Annual Emergency Awareness/Preparedness Checklists and Forms

Checklists on the following pages highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most. The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more.

Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has fulltime security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness. The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

# Annual Site Awareness Checklist

## Review transportation security

- N   Are vehicle garages alarmed, and are the alarms in working order?
- Y   Are fenced-in areas gated, locked, and adequately illuminated at night?
- Y   Do drivers do “pilot inspections” of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended?
- NA  Are bus drivers equipped with two-way radios or cell phones?
- NA  Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes?
- NA  Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information?

## Review the adequacy of physical security in and around campus buildings

- Y   Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.
- Y   Are keys to campus and administration buildings adequately controlled?
- Y   Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared.
- N   Is exterior lighting working and is illumination adequate?

## Security

- Y   Maintenance
- Y   Operations
- Y   Is interior lighting (night lighting) working and is illumination adequate?

## Review access control procedures and heighten employee awareness

- Y   Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well.
- Y   Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence.
- Y   Has a visitor log and ID badge system been implemented?

## Train everyone to recognize and report suspicious activities on campuses

- Y   Are persons taking pictures or filming campus activities questioned about their authorization to do so?
- Y   Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again.
- Y   Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters?
- Y   Have you developed a plan to handle reports of suspicious activity?

- N   Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings?  
Is this specific issue placed on routine checklists for maintenance and custodial personnel?
- N   Do personnel know what to do if a suspicious package is found?
- N   Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs?
- NA  Are food services personnel trained to be aware of suspicious people in their food preparation area?
- Y   When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?
- Y   Do you have a zero tolerance for verbal threats of any kind?
- Y   Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke?
- Y   Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?
- Y   Have you communicated a hard stand on hoaxes intended to mimic terrorist acts?
- Y   Do students know that these hoaxes are crimes in themselves?

#### **Work closely with local law enforcement and health officials**

- Y   Have you made local law enforcement a partner in your district plans?
- Y   Are parking regulations, particularly fire zone regulations, strictly enforced?
- N   Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans?
- Y   Has local law enforcement been given the opportunity to conduct exercises on school property and on busses?
- Y   Have you determined contact protocol with local health officials if bio-terrorism is suspected?

#### **Train staff on identifying and handling suspicious packages and letters**

- N   Have you downloaded and posted the FBI advisory (poster) regarding suspicious packages from [www.fbi.gov](http://www.fbi.gov) or, the US Postal Inspection Service poster on identifying suspicious packages from [www.usps.gov](http://www.usps.gov) ?
- N   Have you considered publicizing the availability of this information to others in the school community for personal use?

School:   Goleta Valley JHS  

Date of checklist:   September 10, 2011

## ***Safety Plan Annual Emergency Plan Checklist***

This is a checklist to help principals organize and meet the site requirements mandated by the emergency preparedness plan. It is recommended that each principal appoint a site disaster committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Submit To: Administrator, Safety, Welfare, and Attendance

- X   Read the district disaster plan, and know the responsibilities of the site manager
- X   Designate a second-in-command and a backup
- X   Orient staff to district disaster plan, review site procedures (staff meeting)
- X   Update site plan, assign staff responsibilities (complete staff roster sheet)
- X   Schedule necessary training (first aid, CPR, search and rescue)
- X   Schedule drills: fire, earthquake, lockdown, shelter-in-place
- X   Complete site map, post as required, and forward a copy to principal
- X   Complete site hazard survey
- X   Complete classroom hazard survey summary
- X   Submit classroom hazard survey summary to principal
- X   Participate in test of district radios
- X   Check battery-operated radios
- X   Complete supplies and equipment inventory to include classroom emergency kits
- X   Order supplies and equipment as necessary
- X   Identify evacuation areas/alternative for all classes
- X   Communications to parents and students about disaster procedures
- X   District student release policy
- X   Emergency information cards
- X   Assess food supplies as applicable
- X   Meet with child care provider and coordinate disaster preparedness plans

November 30, 2011  
Principal signature and date

## ***Annual Site Hazard Survey I***

The purpose of the site hazard survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds. The following areas shall be included. (If not applicable, place N/A).

- X   Proximity of toxic, flammable, corrosive, chemically, or reactive materials
- NA  Proximity of high voltage power lines has been considered in establishing the site evacuation plan
- X   Likelihood and possible effects of flooding or landslides
- X   Probable safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
- X   Water heaters are strapped
- X   Objects that restrict people from moving to a safe place (tables and desks in hallways, etc)
- X   Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
- X   Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
- X   All computers and peripherals should be situated so as not to create a tipping hazard
- X   Machine shop and woodshop: equipment should be bolted down
- X   Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- X   Sound system speakers and spotlights: secure
- NA  Compressed gas cylinders: secured top and bottom with a safety chain
- NA  Weight room/motor development room equipment: racks anchored and weights properly stored
- X   Laboratory chemicals on shelves: restrained

Annual Site Hazard Survey II

After reviewing, please initial.

Initial here

Initial  
here

    JM    

**Campus**

- Signs posted
- Controlled access traffic review
- Parking
- Fire lanes
- Adequate surfacing
- Lighting
- Safety plan
- Required postings

    JM    

**Industrial Arts**

- All guards, shields, covers in place
- Aisles clear
- Material storage
- First aid kits; eye wash operable
- Dust collection/housekeeping
- Compressed gas cylinders secure
- Protective equipment
- Safety training
- Safety signs posted and enforced

    JM    

**Assembly Rooms**

- Exits clear
- Exit & emergency lights
- Floors
- Seating maintained
- Stage: clean, clear exits
- Kitchen wiring: clean, safe food storage

    JM    

**Science Rooms**

- Hazardous material storage
- Adequate ventilation (fume hoods)
- Eyewash
- Gas shut-off
- Safety training
- Safety signs posted and enforced

    JM    

**Athletic Facilities**

- Bleachers
- Fences
- Backstops
- Stairs
- Ramps
- Walkways
- Gates
- Surfacing in common areas
- Equipment

    JM    

**Emergency Preparedness**

- Fire extinguishers checked monthly
- Fire and earthquake drills conducted
- First aid equipment in place
- Evacuation routes posted
- Staff training on emergency procedures

Name and position of verifying authority:     Jeanne McCrea, ASSISTANT PRINCIPAL

**Annual Classroom General Hazard Survey**

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess their classroom for hazards and correct any, if possible. Items that the teacher cannot correct will be submitted to the Assistant Principal by January 29, 2011.

**Room Number:** \_\_\_\_\_

**PUT AN X IF CORRECTION NEEDED. PUT NA (NOT APPLICABLE) IF STATEMENT DOES NOT APPLY TO YOUR ROOM. LEAVE BLANK IF NOT AN ISSUE.**

Deficiencies to be corrected by maintenance staff:

- \_\_\_\_\_ free standing shelves over 4 feet tall secured to floor or wall;
- \_\_\_\_\_ file cabinets bolted to wall;
- \_\_\_\_\_ file cabinet drawers have latches;
- \_\_\_\_\_ paints and chemicals restrained on shelves;
- \_\_\_\_\_ wall-mounted objects are secured;
- \_\_\_\_\_ sound system speakers are secured to building;
- \_\_\_\_\_ Television securely fastened to platform or cart.

Deficiencies to be corrected by school personnel:

- \_\_\_\_\_ heavy objects removed from high shelves;
- \_\_\_\_\_ aquariums located on low counter or restrained;
- \_\_\_\_\_ computers fastened to work station;
- \_\_\_\_\_ desks and tables cannot block exits;
- \_\_\_\_\_ cabinets or equipment on wheels cannot block doorway.

Teacher Name \_\_\_\_\_

Signature \_\_\_\_\_

Room number \_\_\_\_\_

Date \_\_\_\_\_

# Inspection Checklist for 9-12 Schools

After reviewing, please initial.

Initial here

## Decorative Materials

JM

- All drapes, hangings, curtains and all other decorative material shall be made of nonflammable material or treated as required by the state fire marshal.
- Fire protective equipment shall not be concealed.
- Child-prepared artwork and teaching materials may be attached to the walls, but is limited to 20% of the wall area.
- Materials shall be attached to the wall at the top and bottom.
- No overhead decorations are allowed.

## Pre-Fire Planning

JM

- Fire drills, with the fire alarm sounded, shall be held one each calendar month in elementary schools, quarterly in junior high schools, twice-yearly in high schools.
- Post the fire department phone number in the main office or switchboard area.
- Assign a person to call the fire department if the alarm sounds.
- Post evacuation plans with alternate routes in each classroom.
- Post instructions to the teacher for maintaining order during evacuation, for removal of roll book and for taking roll when the evacuation area is reached.

## Exterior

JM

- If school grounds are fenced, at least one gate must be large enough for fire department equipment.
- School grounds may be fenced and locked if a safe evacuation area for students and staff is available at least 50 feet from the buildings.
- Only approved gates are permitted across corridors and passageways.
- Address numbers must be legible from the street.
- All sub buildings must be logically identified.
- All exposed gas meters, regulators and piping must be protected from potential damage.

## Exits

JM

- Two exits are required if the occupant load is 50-500.
- Exit doors must swing out if the occupant load is 50 or more.
- Panic hardware must be provided on exit doors in rooms with an occupant load of 50 or more.
- Panic hardware must be provided on corridor exit doors.
- Exit doors shall be operable from the inside without the use of a key or any special knowledge or effort.
- Exits shall not be blocked in any way.
- Do not block or impair the operation of any self-closing or automatic closing door.
- Exit signs and exit directional signs are required. EXCEPTION: Main exterior exit when clearly identifiable and when approved by the building official.
- Exit Sign Illumination: Exit signs and exit directional signs shall be internally or externally illuminated by two electric lights or shall be approved self-luminous.
- One of the exit sign lamps shall be energized from an alternate power supply, in accordance with the Electrical Code.
- Any exit sign illumination shall be maintained.
- Exit Path Illumination is required for rooms with occupant loads of 100 or more.
- In the event of a power failure, illumination shall be automatically provided by an emergency lighting system that shall be energized from an alternate power supply, in accordance with the Electrical Code.



***Extinguishers***

JM

- Provide one 2A fire extinguisher every 75 feet of travel and 3,000 square feet. The top of the extinguisher shall not be installed higher than five feet.
- Extinguishers shall be serviced annually or after usage.
- Each extinguisher shall have an inspection tag with an annual service date.
- Commercial food processing equipment must have a fixed system over all cooking services and deep fat fryers as well as within the hood.
- Fixed systems shall be serviced every six months or after usage.
- Fire extinguishers which are part of fixed extinguishing systems shall have a tag attached indicating the date, person performing the service and type of service performed.
- A 40B extinguisher must be near the food processing area and serviced within the past year.

***Structural***

JM

- All fire-resistant construction shall be maintained.
- Repair holes in the walls or ceiling.
- Room capacity must be posted when the occupant load is 50 or more.

***Fire Protection Systems***

JM

- A five-year test is required for automatic sprinklers, wet standpipes and dry standpipes.
- A fire alarm system is required when an occupancy load is 50 or more.
- When an occupancy load is 50 or fewer, there shall be an early warning device that has been approved by the fire authority with jurisdiction.
- Fire alarm systems shall be maintained in operable condition at all times.

***Trash Containers***

JM

- Trash containers shall be emptied daily.
- Waste baskets and other waste containers shall be made of noncombustible materials.

***Special Hazards***

JM

- All compressed bottles must be secured to a fixed object with one or more restraints.

***Electrical***

JM

- Electrical equipment providing emergency power shall be maintained.
- Electrical hazards such as frayed wire or loose cover plates are illegal.
- No extension cords shall be allowed for permanent wiring. Extension cords are only permitted with portable appliances while in use.
- Multi-plug adapters are not permitted. Multi-outlet strips with internal circuit breakers may be used.
- A minimum of 30 inches clearance must be provided for all electrical panels.
- Breakers must be marked to show area served.

Name and position of verifying authority: Jeanne McCrea, Assistant Principal

**Emergency Drill Report for High School**

Name of School: Goleta Valley Junior High

Type of Drill: Earthquake/Search and Rescue,  
Triage

Date: October 20, 2011

Time of Day: 10:21am

Duration: 60 mins. Number of persons evacuated: 865

Number of Staff Supervising Drill: 4

Outside Agencies Participating (if any):  
N/A

Comments: Overall successful drill. Areas of concern: communication during search and rescue,  
check out procedure for students when parents/ guardians arrive .Red card/ Green card pick up.

October 20, 2011  
Principal signature and date

**Note:** California Administrative Code, Title 5, Section 17 amended requires a record of the date and hour of each drill. Please return this record of all drills and incidents to the district safety coordinator no later than one week following event.

Annual Disaster Service Worker Survey

General Information

Name

Position

Location

Work Phone/Ext.

Home Phone

Specialized Skills

(Please circle one)

Bilingual? Yes No If yes, language(s):

CPR Certified? Yes No If yes, expiration date:
If no, are you willing to be trained? Yes No

First Aid Certified? Yes No If yes, expiration date:
If no, are you willing to be trained? Yes No

CERT Trained? Yes No If no, are you willing to be trained? Yes No

Personal Responsibilities

Do you have any:

Children? Yes No If yes, ages:

Special needs? Yes No If yes, please describe:

Elderly parents? Yes No Comments:

Pets? Yes No Comments:

Other: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**In an Emergency – (confidential)**

Anything you want us to know? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Special Needs? \_\_\_\_\_  
\_\_\_\_\_

Medications? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NOTE:** THIS IS CONFIDENTIAL DATA KEPT SECURED BY DISTRICT OFFICE AND SCHOOL SITE. Inclusion of this form in the Safe School Plan is for informational purposes only.

**Bomb Threat Report Form**

Santa Barbara Secondary School District

School: \_\_\_\_\_

Time call received: \_\_\_\_\_

Call taken by: \_\_\_\_\_ Title: \_\_\_\_\_

Time caller hung up: \_\_\_\_\_ Date: \_\_\_\_\_

Caller ID info (\*69): \_\_\_\_\_

**Observations:**

- 1. Caller’s Voice, Caller’s Language, Background Sounds
- 2. If voice is familiar, who did it sound like?
- 3. Approximate Age:
- 4. Other Observations:

**Questions to Ask:** (Use exact wording of threat)

- 1. When will the bomb explode?
- 2. Where is the bomb right now?
- 3. What does it look like?
- 4. What kind of bomb is it?
- 5. What will cause it to explode?
- 6. Did you place the bomb?
- 7. Why?
- 8. How did the bomb get in the school?
- 9. Where are you calling from?
- 10. What is your name, address and phone?

# American Red Cross Recommended Emergency Supplies for Schools

## What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted?

Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off.

## Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

## How Much to Store

Make some planning assumptions. Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day.

Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember the number of staff and other adults who may be on campus.

## Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states that are threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea

container, purchased and installed near the emergency assembly area.

Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

## Recommended Supplies

The following lists address classroom kits, whole school supplies, and Search & Rescue gear.

### Classroom Kit

- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)

### Supplies for the whole school

- Water
- First Aid
- Sanitation
- Tools
- Food
- Water ½ gallon per person per day times three days, with small paper cups

**First Aid**

Compress, 4 x 4": 1000 per 500 students  
Compress, 8 x 10": 150 per 500 students  
Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus  
Triangular bandage: 24 per campus  
Cardboard splints: 24 each, small, medium, large  
Butterfly bandages: 50 per campus  
Water in small sealed containers: 100 (for flushing wounds, etc.)  
Hydrogen peroxide: 10 pints per campus  
Bleach, 1 small bottle  
Plastic basket or wire basket stretchers or backboards: 1.5/100 students  
Scissors (paramedic): 4 per campus  
Tweezers: 3 assorted per campus  
Triage tags: 50 per 500 students  
Latex gloves: 100 per 500 students  
Oval eye patch: 50 per campus  
Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus  
Dust masks: 25 per 100 students  
Disposable blanket: 10 per 100 students  
First Aid books: 2 standard and 2 advanced per campus  
Space blankets: 1 per student and staff  
Heavy duty rubber gloves: 4 pairs

**Tools per Campus**

Barrier tape, 3" x 1000": 3 rolls  
Pry bar  
Pick ax  
Sledge hammer  
Shovel  
Pliers  
Bolt cutters  
Hammer  
Screwdrivers  
Utility knife  
Broom  
Utility shut off wrench: 1 per utility

**Other Supplies**

Folding tables, 3' x 6': 3-4  
Chairs: 12-16  
Identification vests for staff, preferably color-coded per school plan  
Clipboards with emergency job descriptions  
Office supplies: pens, paper, etc.  
Signs for student request and release  
Alphabetical dividers for request gate  
Copies of all necessary forms

**Food**

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

**Search and Rescue Equipment**

Training on how to do light Search and Rescue is required—contact your local fire department for information on whether such training is offered in your community.

**Protective Gear per S&R Team Member**

Hard hat, OSHA approved  
Identification vest  
Leather work gloves  
Safety Goggles  
Dust mask  
Flash light, extra batteries  
Duffel or tote bag to carry equipment

**Gear per S&R Team**

Backpack with First Aid supplies  
Master Keys

# Chapter 11: Homeland Security Advisory System

## (Adapted for Santa Barbara County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to federal, state, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "threat conditions" that increase as the risk of the threat increases. At each threat condition, federal departments and agencies would implement a corresponding set of "protective measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.

### Threat Conditions and Recommended Protective Measures

The following threat conditions each represent an increasing risk of terrorist attacks. Beneath each threat condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

#### GREEN: Low Risk of Terrorist Attacks

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

- Assign the responsibility for action to the school emergency manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.

- Develop and implement security procedures, (assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the emergency call-in list.

#### BLUE: General (or "Guarded") Risk of Terrorist Attack

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.



**YELLOW: Significant (“Elevated”) Risk of Terrorist Attack**

An elevated condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Review whether the characteristics of the threat require refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.

**ORANGE: High Risk of Terrorist Attack**

A high condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local emergency manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate (communication should focus on reassurance that school is a safe place).
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student’s fears concerning possible terrorist attacks and offer available resources.

- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites.

Reminder – schools have existing safety plans, practice their safety procedures and have an outstanding ongoing working relationship with law enforcement and excellent communication networks.

**RED: Severe Risk of Terrorist Attack**

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a severe condition are not intended to be sustained for substantial periods of time. The Santa Barbara County Emergency Operations Center, located at 105 E. Anapamu Street, Suite 3, will be occupied initially during the first 24 hours of a RED threat level (continued operation will be determined on an as-need basis).

The Santa Barbara County Office of Education will provide staff at the Santa Barbara County Office of Emergency Operations Center to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted to identified school emergency managers in the district. All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Make contact with your day-to-day local emergency manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link or telephone lines.
- Make sure cellular phone is charged and ready along with adequate batteries for radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.

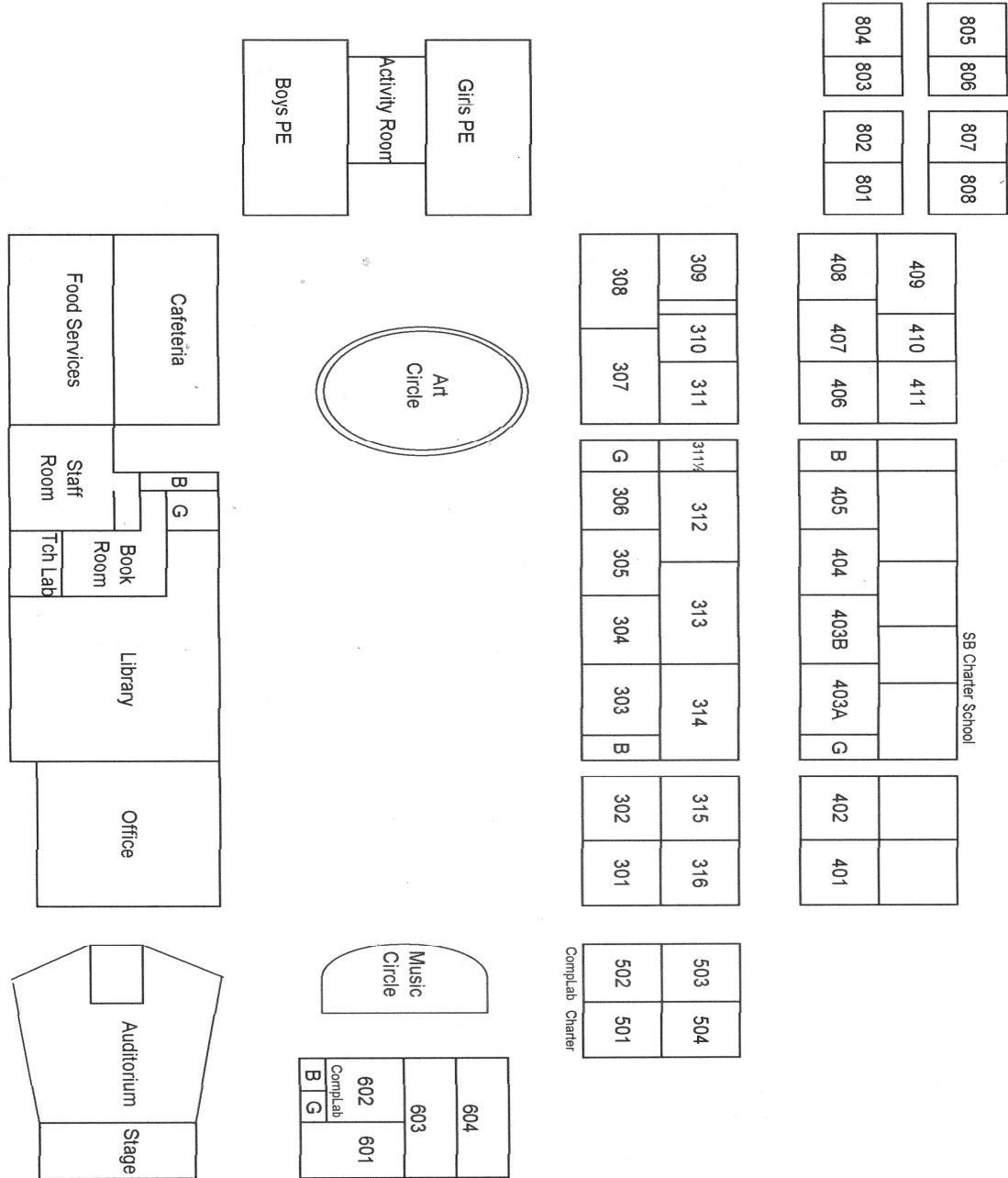
- Review communication guidelines under orange threat level
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local emergency manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to law enforcement.
- Be prepared to evacuate, lockdown, or shelter-in-place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

***Santa Barbara School Districts  
Dress Code Policy***

**General**

Appropriate dress is necessary for the healthy, safe, and undisrupted operation of school and classes. Student attire should be neat and clean. **School Board Policies 5132 and 5136** prohibit the wearing of clothing and/or adornment that advertises alcoholic beverages, tobacco products, controlled substances, or gang activity. Such use can be potentially life threatening and is prohibited on school grounds and at school activities on/off campus. (See appendices K and L).

Goleta Valley Junior High



Emergency evacuation, ingress, and egress routes are posted in every classroom. For security purposes, they are not provided here. Copies of actual routes are secured by the district office and school sites.

# APPENDIX

## **Selected Attachments Follow**

Note: All change notes, adopted dates, legal references, and LEA information regarding these documents are available on the Santa Barbara School Districts' Website:  
<http://www.sbsdk12.org/board/policies/index.shtml>

**Appendix A: Disciplinary Guidelines- Exhibit 5144**

**Appendix B: Emergencies and Disaster Preparedness  
Plan- Administrative Regulation 3516**

## **Appendix C: Alcohol and Other Drugs- Administrative Regulation 5131.6**

## **Appendix D: Tobacco- Administrative Regulation 5131.62**



## **Appendix E: Weapons and Dangerous Instruments- Administrative Regulation 5131.7**

**Appendix F: Gangs- Administrative Regulation 5136**

## **Appendix G: Non-Discrimination/Harassment- Administrative Regulation 5145.3**

## **Appendix H: Sexual Harassment- Administrative Regulation 5145.7**

## **Appendix I: Conduct- Board Policy 5131**

## **Appendix J: Vandalism, Theft and Graffiti- Board Policy 5131.5**

## **Appendix K: Dress and Grooming- Board Policy 5132**

## **Appendix L: Dress and Grooming- Exhibit 5132**



## **Appendix M: Positive School Climate- Board Policy 5137**

## **Appendix N: Dropout Prevention- Board Policy 5147**

## **Appendix O: At-Risk Students- Board Policy 5149**

# Appendix P: Mandated Reporting Form

NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE	
<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		AGENCY			
ADDRESS Street City Zip				DATE/TIME OF PHONE CALL	
OFFICIAL CONTACTED - TITLE				TELEPHONE ( )	
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE ( )		
PRESENT LOCATION OF VICTIM			SCHOOL	CLASS	GRADE
PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
NAME BIRTHDATE SEX ETHNICITY NAME BIRTHDATE SEX ETHNICITY 1. 3. 2. 4.					
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip		HOME PHONE ( )	BUSINESS PHONE ( )		
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip		HOME PHONE ( )	BUSINESS PHONE ( )		
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip			TELEPHONE ( )		
OTHER RELEVANT INFORMATION					
IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX IF MULTIPLE VICTIMS, INDICATE NUMBER: <input type="checkbox"/>					
DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

**Sample only. Use Triplicate forms at each school site.**