
AB 1747 COMPREHENSIVE SCHOOL SAFETY PLAN 2025-2026

Santa Maria High School
901 South Broadway
Santa Maria, CA 93454



SANTA MARIA HIGH SCHOOL

Report Compiled by

KNOWLEDGE
SAVES LIVES, INC.
————— ● ● ●

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PREFACE

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

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

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

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

NOTICE OF PUBLIC MEETING

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

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

School	Date of Meeting
Santa Maria High School	April 28, 2025

1. CA AB 1747: COMPREHENSIVE SCHOOL SAFETY PLAN

INTRODUCTION

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

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

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

The guideline/checklist has been organized into two parts:

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

IMPLEMENTATION OF PLAN

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

The Santa Maria Joint Union High School District should ensure that this comprehensive school safety plan and all school safety materials and emergency communications for parents and guardians be made available in languages other than English for limited English proficient families.

NOTICE OF NON-COMPLIANCE

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

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

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

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

Note: Do not FAX this notification.

2. SCHOOL SAFETY PLANNING COMMITTEE

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

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

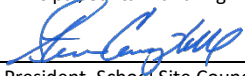

Knowledge Saves Lives, Inc., an emergency preparedness training and consulting firm, has created the template used in the creation of this document. Local law enforcement has been consulted (Ed. Code 39294.1). Other local agencies, such as health care and emergency services, may be consulted if desired.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

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

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

SIGNATURE PAGE
SANTA MARIA HIGH SCHOOL SAFETY PLAN 2025–2026

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

Santa Maria High School Planning Committee	
Superintendent, Santa Maria Joint Union High School District	Date
Principal, Santa Maria High School 	Date 4/28/25
President, School Site Council	Date
Teachers Association Representative	Date
Classified Association Representative 	Date 4/28/25
Parent Representative	Date
Law Enforcement Representative	Date
Fire Department Representative (Optional)	Date

CONTINUITY OF OPERATIONS PLAN (COOP)

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

There are six key elements addressed in a COOP:

Essential Functions

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

Critical Resources

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

Essential Staff

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

Communications

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

Ensure that:

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

Essential Record Management

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

Reconstitution

Outline the process for returning to normal function.

ANALYSIS OF CRIME ON CAMPUS

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

SANTA MARIA HIGH SCHOOL

Data Source	2021-2022	2022-2023	2023-2024	FALL 24/25
Suspensions (Number of Incidents)	103	151	153	
- Violence	132	161	87	28
- Tobacco	5	7	0	3
- Drugs or Alcohol	80	204	52	46
- Weapons	9	15	14	3
Expulsions	13	18	17	
Vandalism (Number of Incidents)	30	8	3	
Attendance , General Ed. (%)				
Attendance , Special Ed. (%)				
BTAT Referrals	15	10	11	

ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME

The Santa Maria community and SMHS have seen an upward trend in social media exposure depicting vandalism, violence, online bullying, and drug use. In 2025/26, the Santa Maria community continued to grapple with increased drug use and violence within our community.

In response, SMHS and SMJUHS D have partnered with our students, our families, county and city intervention programs, and various law enforcement agencies to promote a safe and healthy climate at SMHS.

During the 2025-2026 school year, multiple social-emotional support systems continue to be embedded both on and off campus, including:

- A Wellness Center who frequently partners with local agencies
- School counselors, psychologists, and marriage and family therapists
- Fifteen campus security and a full-time SRO
- Partnerships with outside agencies working with our students, staff, and parents, including FBSMV, and Por Vida

- Continued relationship building between staff and students

Student and parent involvement is vital to forming a safe school environment. Parents are welcome to attend School Site Council meetings and are encouraged to attend events such as District Board Meetings, Back-to-School, Awards Ceremonies, and scheduled Cafecito Parent Meetings.

ANNUAL SAFETY GOALS 2025-2026

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

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

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

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

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

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

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

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

Santa Maria High School Safety Goals 2025-2026

Goal 1: Increase attendance rate by at least 1% from previous school year.

	Strategies to be Used	Person Responsible
Objective 1:	Collaborate with school stakeholders to develop an incentive program for good attendance.	AP – Student Services
Objective 2:	Work with families, community organizations and other agencies to provide at risk students with comprehensive support.	AP –Student Services

Goal 2: Educate SMHS staff and students in the Standard Response Protocol

	Strategies to be Used	Person Responsible
Objective 1:	Work with the district office to develop a timeline for annual drills and exercises.	AP-Student Services
Objective 2:	Expose students and staff to SRP information periodically	AP-Student Services

3. MANDATED POLICIES AND PROCEDURES

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

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

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

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

CHILD ABUSE REPORTING

Santa Maria Joint Union High School District link to Administrative Regulation on Child Abuse Reporting:

AR 5141.4

A. Definition of Child Abuse

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

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

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. Any childcare custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment


whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

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

AND

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

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



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

DEPARTMENT OF JUSTICE
Page 1 of 2

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

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters CASE NAME: _____
PLEASE PRINT OR TYPE CASE NUMBER: _____

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

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

C. Sexual Activity

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

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

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

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

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

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

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

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

Reportable Sexual Activity if the Child is under 18 years:

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

Not Reportable Sexual Activity:

- a. 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.

Mandated reports of sexual activity must be reported to either the County of Santa Barbara Child Welfare Services or to the appropriate police jurisdiction. This information will then be cross reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

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

Child Abuse Reporting Numbers:

Santa Barbara County Child Welfare Services	(800) 367-0166
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Law Enforcement Agencies:

Santa Maria Police Department	(805) 928-3781
Santa Barbara County Sheriff's Office	(805) 683-2724

E. Staff Training

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

SUSPENSION AND EXPULSION/DUE PROCESS

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

Santa Maria Joint Union High School District link to Administrative Regulation and Board Policy on Suspension/Expulsion:

[BP 5144.1](#)

[AR 5144.1](#)

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

Santa Maria Joint Union High School District link to Administrative Regulation on Suspension/Expulsion for ADA Students:

[AR 5144.2](#)

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

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

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

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

DANGEROUS STUDENT, NOTIFICATION TO TEACHERS

Santa Maria Joint Union High School District links to Administrative Regulations and Board Policy on Employee Safety:

[BP 4158](#) [AR 4158](#) [BP 4258](#) [AR 4258](#) [BP 4358](#) [AR 4358](#)

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

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

Per CA Education Code and District Policy, staff must be notified of students that have been convicted of a violation for which may be suspended and/or expelled under CA Ed. Code 48900.

For students who commit offenses on campus, the disciplinary screen in Aeries under Assertive Discipline generated the notification to teachers. Student information is updated nightly. The teacher's roster will have either a red SSA (Aeries.net or an "*" (ABI) next to the student's name. This indicated the student has committed an offense that is considered dangerous by Ed Code standards. The teachers do not see the specifics of the offense. The teacher responds by meeting with the school administration to discuss details of the offense. The teacher signs the confidential "Staff Notification Form" as verification that administration has reviewed information with the teacher. This information will remain in the student's permanent discipline record in Aeries.

For students who commit offenses off campus, the school administration will contact the student's teachers and meet with them to discuss the offense. The teacher will sign the Staff Notification form as verification that the administration has reviewed the information with the teacher.

School sites will train new teachers annually and all teachers as needed on how to read their classroom roster and include identification of SSA notation. Additional instructions are available on the district website.

SEXUAL HARASSMENT POLICY

A. Definition

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

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

B. Policy Pertaining to Sexual Harassment

The Santa Maria Joint Union High School District links to Board Policy on Sexual Harassment:

[BP 5145.7](#)

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

C. Staff Training

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

PROCEDURES FOR SAFE INGRESS AND EGRESS

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

Santa Maria High School was designed to provide a safe and secure learning environment. The building arrangement creates a courtyard to allow a gathering place for students during passing periods and lunch time. Gates and fencing secure the perimeter. Gates are locked during school hours to limit access to the campus.

Before school the front gates are open for students to safely access campus. The gates are locked after school begins so that the only route into the school during school hours is through the front office. The gates at the Gymnasium are open to the sports fields. However, all parking lot gates are closed to protect students. The western gates at the portable classrooms are open to the sports fields. They are behind closed perimeter access road gates for the protection of the students. At the end of the day, all gates are open to allow the students to leave campus.

As students begin their school day, the principal, at least one other administrator, and the campus security team monitor entry to the school.

A. School Must Plan For:

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

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-campus Evacuation/Assembly Location

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

Off-Campus Evacuation/Assembly Locations

Determine if there is a facility close to your school that can potentially house your staff and student body.

Before an event:

- Identify at least two off-campus evacuation site(s) on opposite sides of the campus.
- Establish a memorandum of agreement with the evacuation site(s).

Santa Maria High School Off-Site Evacuation/Assembly Location

Name of Site:	SANTA MARIA FAIRPARK
Address of Site:	937 S. Thornburg Street, Santa Maria, CA 93458
Site Contact Person:	Caitlin Miller, Chief Executive Officer/Fairpark Manager
Site Phone Number:	(805)925-8824 Ext.106
Date of Agreement:	

Secondary Off-Site Evacuation/Assembly Location

Name of Site:	Allan Hancock College (Football Field)
Address of Site:	800 South College Drive Santa Maria, CA 93454
Site Contact Person:	DR. GENEVIEVE SIWABESSY VP of Student Services
Site Phone Number:	AHC Police Department 805-347-7557-Direct line (dispatch non-emergency/business) 805-922-6966, Ext. 3911 (emergency)
Date of Agreement:	

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

C. Staff Training

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

SAFE AND ORDERLY ENVIRONMENT

School Climate

Santa Maria High School administration endeavors to create a caring and connected school climate. The following is a list of items that promote the desired school climate. Parents are encouraged to be involved in their child’s education using organizations like English Language Advisory Committee (ELAC), Large events such as Parent Teacher Night have positive parent participation. Parent conferences and teleparent have also been a part of the school’s efforts to inform and get parents involved. The school has one active booster club for all sports. There is an annual “Future Saint Night” for eighth graders and a Special Education parent night.

Several programs build on the cultural richness of the school and the community: Ballet Folklorico dance club, athletics, Future Farmers of America, and Future Business Leaders of America, band choir, and drama.

The staff participates in staff development days throughout the school year. The district provides 100% fulfillment of 40 hr. continuing education requirement for core teachers and CLAD. Programs such as CPR/First Aid and Crisis Prevention Intervention (CPI) support the unique needs of the student body.

The school includes a health and resiliency curriculum that includes required health classes as well as a PE curriculum & exercise logs. The Crisis Intervention Specialist meets with individual students to address their distinctive needs.

The “Link Crew” connects each freshman with an upper classman to help him or her get through the new challenges of high school.

Critical thinking and respect are emphasized through Expected Schoolwide Learning Results (ESLR) and the School Accountability Report Card (SARC).

The school promotes caring, supportive relationships with students by opening classrooms for lunch, tutoring, and teachers as club advisors. Students learn that the staff cares through athletics

and coaching, staff attending student activities, guidance techs & counselor interactions, SST's, visits with psychologists, and crisis intervention.

The Pyramid of intervention development and the Parent/Student handbook communicate clear standards and consequences.

Training staff on bullying prevention and tolerance is a program in progress. This program will include cyber bullying.

The school provides training for students and staff on dangers of drugs and alcohol. Fighting Back Santa Maria Valley orchestrates an annual enactment of a drunk driver crash for the valley. Health classes also provide education in this area.

Physical Environment

The school's physical environment is maintained and monitored by site personnel; it is supported by District administration and maintenance forces.

Buildings and grounds maintenance is provided by two site based semi-skilled maintenance technicians and five groundskeepers. Cleaning and event setup is provided by fifteen custodians. Custodial support is on site from 6:30 a.m. – 12:00 p.m. seven days per week to ensure the school is clean and ready for students daily. The site team is supported by centralized skilled craftsmen; a carpenter, a plumber, an HVAC technician and two painters. All centralized maintenance support is shared with the other schools in the district.

The physical security of the school is vitally important for the feeling of security on campus. Protection from outside criminal activity is the primary reason for securing the perimeter during school hours. All gates are locked when school starts. All teachers, security, classified support staff, and administrators have keys to access the gates in the event of an emergency.

Access to school buildings is controlled after hours by the operations staff so that the buildings are not left open when an individual staff member leaves at the end of the day. The school is fully alarmed, which has resulted in virtually no theft in the eleven years the campus has been open.

Graffiti is addressed as soon as it is reported to reduce the frequency.

Loitering is limited by campus security officers and the School Resource Officer (SRO). Campus security and the SRO patrol the school's perimeter as well as inside of campus to identify loitering and escort loiterers off campus.

The campus security monitors 137 functional Security Cameras. This camera system monitors and records activity. The information may be used to investigate unacceptable behaviors that occur on campus. They also deter crime throughout the campus.

The school Food Service department provides healthy food and a pleasant eating area for the students. There is a covered patio, several open tables, a large modern cafeteria, and several open classrooms for eating lunch. The school quad provides a park-like atmosphere with planters,

trees, and lawn areas for eating and socializing. Campus trash is picked up daily after lunch and again over the weekend.

Restrooms are cleaned daily using high-tech restroom cleaning equipment. The district utilizes a no touch cleaning system that effectively eliminates 99.8% of bacteria on surfaces. Restrooms are continually monitored for loitering and graffiti. Student restrooms are visited twice each day to check cleanliness and restock supplies.

Exterior lighting is used to promote safety in the evening hours and discourage negative activity. Portable classroom porch lights are left ON until turned off by the evening custodian technician. School lighting is turned OFF at 11:00 p.m.

The school fields nineteen sports. There are several sports facilities to involve the students in positive activities:

gymnasium, six tennis courts, six outside basketball courts, two baseball fields, two softball fields, a football stadium with an all-weather track, P.E. classrooms that double as aerobics and wrestling facilities, a pool, and a weight room.

The school library is well stocked with a variety of books for all interests. Additionally, the library provides computers for online research.

Security Staff Training is important to ensure proper treatment of students, staff, and visitors to the campuses as well as protection of the security staff members. The District has embarked on a 24-hour security certification training for all campus security personnel.

The school has Engaged Students to improve the beauty of the campus. The school has organized an ASB Campus Cleanup program including trash pickup six times per school year.

Student/Parent Handbook provides policy to prevent weapons and drugs from entering campus. Additionally, security training is increasing the security team's awareness of weapons and how to detect them.

SCHOOL DISCIPLINE

A. Statement of Rules and Procedures Concerning School Discipline

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

Santa Maria High School has enforced a "NO TOLERANCE" policy regarding Education Code 48915(c).

Santa Maria Joint Union High School District link to Board Policy on School Discipline:

[BP 5144](#)

B. Notification to Students and Parents

CA Ed. Code 35291:

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

C. Staff Training

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

BULLYING AND CYBERBULLYING

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

The Santa Maria Joint Union High School District link to Board Policy on Bullying and Cyberbullying:

[5131.2](#)

A. Staff Training

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

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

B. Procedure to Support Student's Authentic Gender

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

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

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

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

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

DRESS CODE

The Santa Maria Joint Union High School District link to Board Policy on Dress Code:

[BP 5132](#)

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

In order to provide ALL students with a safe, appropriate academic environment, look-alike gang behavior is prohibited at school. For the safety of our students, it is very important that parents do not purchase or allow students to wear any item that might be perceived as the showing of "colors". This is clearly a campus safety issue, especially important as students move to and from school and in and out of the neighborhoods.

4. ICS / SEMS

RESPONSIBILITIES FOR A SCHOOL DISASTER

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

[ICS Roster – Santa Maria High School](#)

Major Concepts & Components

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

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

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

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

ICS Terminology

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

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

How ICS Functions

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

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

PRIMARY ICS FUNCTIONS

Incident/School Commander (The "leader")

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

Operations Section (The "doers")

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

Planning/Intelligence Section (The "thinkers")

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

Logistics Section (The "getters")

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

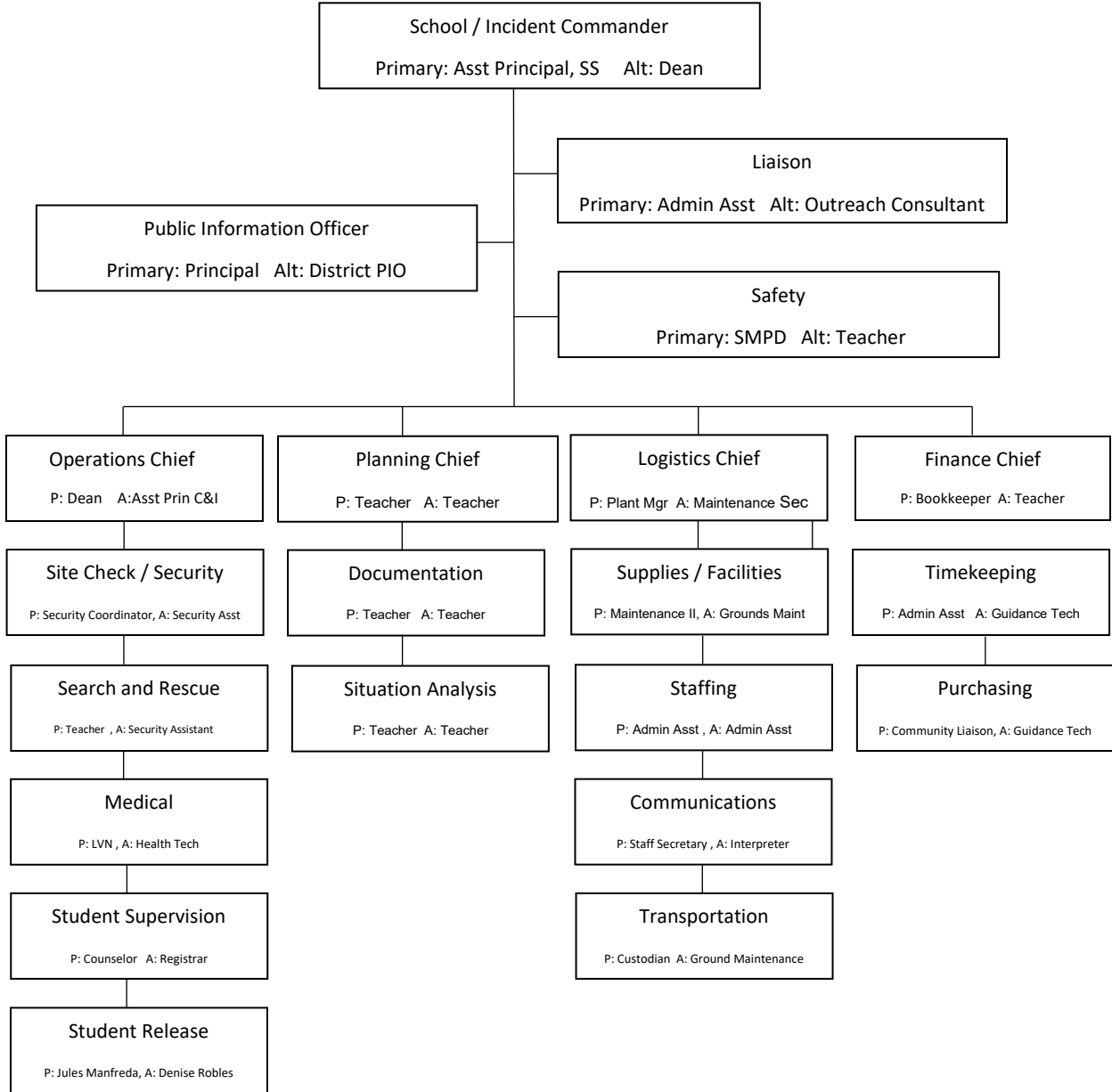
Finance and Administration Section (The "collectors")

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

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

ICS ROSTER

SANTA MARIA HIGH SCHOOL



UNIFIED COMMAND STRUCTURE

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

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

Advantages of using Unified Command

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

Pre-Designated Incident Facilities

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

5. EMERGENCY AND ROUTINE DISASTER PROCEDURES

THE BASIC PLAN

The Basic Plan addresses the responsibilities of the Santa Maria Joint Union High School District in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for the coordination of response and recovery efforts within the district 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 Santa Maria Joint Union High School District with clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

This plan meets the requirements of the policies of Santa Barbara County 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 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 an interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by 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.

CALIFORNIA LEGAL AUTHORITIES AND REFERENCES

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

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

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

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

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

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

The law has two ramifications for School District employees:

1. It is likely that public school employees 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 the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

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

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

California Civil Code, Chapter 9, Section 1799.102

It 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.

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

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site's 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.

RECOVERY

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

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors 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 his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

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

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

JOINT PROTOCOLS

To best prepare for and manage the mental health recovery phase with Santa Barbara County through Memorandums of Understanding (MOU) with agencies who would provide crisis responses, the MOU would include the following:

1. Schools and/or school districts require, as part of their MOU with agencies and/or universities, all interns, therapists and mental health workers complete crisis response training with the various mental health agencies of each county before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district

will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify a licensed mental health representative at the county mental health agency. They will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school, the district, and mental health agency and its partnering agencies as to the requirements for a responding mental health team(s) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

3. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
4. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the county mental health agency or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
5. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

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 single events 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.

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

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

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

Disaster

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

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

LEVELS OF RESPONSE

Response Levels are used to describe the type of event, 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 Proclamations of Emergency issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

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

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and counties will proclaim a local emergency. Then, the State of California will declare the State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. **When local jurisdictions declare a State of Emergency, the district board can declare the same.**

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 the Santa Maria Joint Union High School District to respond. The affected cities and counties will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 3 - Local Emergency

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

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 elements require the education of parents, students, teachers and administrators.

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. Those persons identified in this plan as having either a primary or support mission relative to response and recovery should review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel should be acquainted with these SOPs and checklists and should periodically be trained in activation and execution.

Response Phase

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

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

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. 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.

Staff Preparedness

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

Each staff member needs:

To prepare their family and home for earthquakes and other emergencies:

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- To develop a plan to reunite with their family
- A neighborhood preparedness program

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

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

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

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

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

DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS

District Responsibilities

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

In case of a declared emergency by the superintendent via a proclamation statement during school hours, all students will be required to remain at school or at an alternate safe site under the supervision of the school principal or others designated by the principal under these conditions:

1. Until regular dismissal time and released only then if it is considered safe, OR
2. 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 will be brought to school if bussed, or they should proceed to school if walking.

Students who are on their way home from school are to continue at home.

During a Declared Emergency, those students who have not been picked up by their parents or another 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 notifications made to parents via regular communication channels.

Parent Responsibilities

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

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

School authorities will do everything possible to care for 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.

DRILLS

The Santa Maria Joint Union High School District should inform parents/guardians in the languages they understand of emergency plans, reunification plans and the necessity of cooperating with first responders in case of an emergency.

EARTHQUAKE DRILL

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

As used in this safety plan, a “drop procedure” means an activity whereas 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 and at least once a semester in secondary schools.

Protective measures are to be taken before, during, and following an earthquake. 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 the head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until the shaking stops.

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

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 [electric shock potential]).

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

Practice evacuation using alternate routes to the assembly areas.

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

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

STANDARDS FOR A SUCCESSFUL EARTHQUAKE DRILL

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

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

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

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

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

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

FIRE DRILLS

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

1. Whenever the fire alarm is given, all students, teachers and other employees shall hold in place until administration announces an evacuation is necessary.
2. Once an evacuation order is announced, via PA system, all parties will quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
3. 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.
4. Evacuation areas will be established away from fire lanes.
5. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
6. 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 **5** minutes of the initial alarm, with minimal congestion at exit gates.
- 3.** Teachers and students are staged in an orderly fashion away from fire lanes.
- 4.** Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
- 5.** Upon sounding 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.

ACTIVE SHOOTER/LOCKDOWN TRAINING DRILLS

For sites that have had Active Shooter Training, conducting an Active Shooter/Lockdown Training Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill after receiving verified training, which should take no longer than 10 minutes and only include trained staff. Elementary schools should conduct drills every other year without students present (or annually if the local police department has the resources to support the drills.) Drills should be scheduled with your School Resource or Liaison Officers.

There are several steps that are recommended in the Active Shooter Training to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 30-minute timeframe to review expectations and standards in terms of:
 - a. Locking doors
 - b. Moving room occupants to a safe area in the room
 - c. Turning off lights
 - d. Building barricades (if doors open inward)
 - e. Defensive measures in case room is breached by shooter
 - f. Reviewing classroom and all clear procedures
 - g. 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, you are setting the tone for the importance of safety for students and staff on your campus.

SUICIDE PREVENTION

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

Staff Training

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

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

Do's

- LISTEN** to what the person is saying and take her/his suicidal threat seriously. Many times, a person may be looking for just that assurance.
- OBSERVE** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- ASK** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- GET HELP** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- STAY** with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Do Not's

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

- DON'T** act shocked or be sworn to secrecy.
- DON'T** underestimate or brush aside a suicide threat (“You won’t really do it; you’re not the type”), or to shock or challenge the person (“Go ahead. Do it”). The person may already feel rejected and unnoticed, and you should not add to the burden.
- DON'T** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- DON'T** 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.

MASS CASUALTY INCIDENTS

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

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

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

BIO-TERRORISM

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

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

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

- Do not shake or empty the contents of any suspicious envelope or package.
- Place the envelope or package in a plastic bag or 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.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

- List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out on a surface

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

Possible room contamination by aerosol

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

- Turn off local fans or ventilation units in the area.
- Leave the area immediately.
- Close the door or section off the area to prevent others from entering.
- Move upwind, uphill, upstream.
- If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- Shut down air handling systems in the building if possible.

- If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

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

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

Botulism

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

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

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

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and 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 currently. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

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

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

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

IMMUNIZATION & MASS PROPHYLAXIS PANDEMIC & BIOTERRORISM

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

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

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

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

Preparedness Steps

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

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

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

- 1) Superintendent's Office: Antonio Garcia (805) 922-4573 ext. 4201
- 2) School District Security: Ivan Diaz (805) 922-4573 ext. 4214
- 3) Custodial Services or Facilities: Cesar Lugo (805) 922-4573 ext. 4704

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

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

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

Closing the Center

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

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

PANDEMIC FLU

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

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

Follow the link to find a comprehensive Pandemic Flu Checklist is located in the [Functional Annex](#).

MEDICAL EMERGENCIES

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

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

Rescue Breathing

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

To Stop Bleeding

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

Treatment for Shock

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

Choking

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

FENTANYL (OPIOID) OVERDOSE - NARCAN

Senate Bill 10, "Melanie's Law," was enacted in September 2023. This legislation aims to equip middle and high schools in California with the necessary prevention and response resources to handle fentanyl overdoses.

Beginning with the 2024/25 school year, school districts, charter schools, and county offices of education must inform parents or legal guardians about the dangers associated with using synthetic drugs, including fentanyl and counterfeit pills. (Ed. Code section 48985.5.) This information must be included on the organization's website. It must also be annually provided to parents or legal guardians, making it a potentially convenient addition to the information in your annual parent/student handbook.

Melanie's Law focuses on several essential elements:

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

Who can administer NARCAN	Exact campus location of NARCAN
Administrators	Health Office
Health Office Staff	Health Office (20) & Health Office Go Bags(2)
Campus Security-Galloway, Gutierrez, Garcia	Campus Security Vests & Fanny Packs
Wellness Center Staff (not trained)	Wellness Center
Athletic Trainer	Athletic Trainer's Room (1)
Teachers & Staff (who have been trained and signed waivers)	
Ryan Kirkendoll	1
Dan Ellington, Jules Manfreda	1 , 1

INSTRUCTIONS FOR ADMINISTRATION OF NALOXONE (NARCAN) NASAL SPRAY

Use Naloxone Nasal Spray for known or suspected opioid overdose in adults and children. Each Naloxone Nasal Spray has 1 dose and cannot be reused.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

OPIOID HIGH vs. OPIOID OVERDOSE

OPIOID HIGH	OPIOID OVERDOSE
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred	Cannot speak, very shallow breathing or not breathing
Breathing slow or shallow	Slowed heartbeat or stopped
Appears sleepy, nodding off	Deep snorting or gurgling, vomiting
Responds to stimuli but difficulty being awakened from sleep	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Cyanotic skin color (blue lips, fingertips)
Normal skin color	Pinpoint pupils

Signs of OVERDOSE*, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

Suspicion of opioid overdose can be based on:

Presenting symptoms

History

Report from bystanders.

School Nurse or staff prior knowledge of the person

Nearby medications, illicit drugs, or drug paraphernalia.

*If the person does not respond to stimuli (as above), go to STEP 2.

STEP 2: ADMINISTER NALOXONE (See NARCAN™ Nasal Spray QUICK START GUIDE below)

- Action 1.
 - Lay the person on their back to receive a dose of Naloxone Nasal Spray
- Action 2.
 - Remove Naloxone Nasal Spray from the box
 - Peel back the tab with the circle to open the Naloxone Nasal Spray
- Action 3.
 - Hold the Naloxone Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle
- Action 4.
 - Tilt the person's head back and provide support under the neck with your hand
 - Gently insert the tip of the nozzle into one nostril until your fingers on either side of the nozzle are against the bottom of the person's nose
- Action 5.
 - Press the plunger firmly to give the dose of Naloxone Nasal Spray
- Action 6.
 - Remove the Naloxone Nasal Spray from the nostril after giving the dose

STEP 3: CALL 911 FOR HELP

- Call for help- Dial 911 after naloxone nasal spray is used
- State: "Someone is unresponsive and not breathing."
- Give a specific address and/or description of your location
- Follow the dispatcher's instructions

STEP 4: RESUSCITATE/SUPPORT THE PERSON'S BREATHING

- Assess breathing: Perform rescue breathing if needed.
- Place the person on their back.
- Check to see if there is anything in their mouth blocking the airway, such as gum, a toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch. If present, remove it while wearing gloves. Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- If using a mask, place and hold mask over mouth and nose
- If not using a mask, pinch their nose with one hand and place your mouth over the person's mouth to make a seal and give two (2) slow breaths.
- Watch for the person's chest (but not the stomach) to rise.

- Follow up with one breath every 5 seconds.
- Assess pulse: Perform CPR if needed. (CPR certification is recommended, not required)

STEP 5: MONITOR THE PERSON'S RESPONSE

- If the person responds by returning to spontaneous breathing, move the person on their side (recovery position) after giving Naloxone Nasal Spray.
- Watch the person closely until help arrives.
- If the person does not respond by waking up, to voice or touch, or breathing normally after 2 to 3 minutes of Naloxone Nasal Spray administration, another dose may be given.
- Resume rescue breathing if spontaneous breathing does not recur.
- Stay with the person until help arrives.
- Follow school administrator's guidance regarding the seizing of all illegal and/or nonprescribed opioid narcotics found on victim, process in accordance with Santa Maria Joint Union High School District protocols.

NOTE SIGNS OF OPIOID WITHDRAWAL: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure.

These symptoms are uncomfortable, but not life threatening.

STEP 6: REFER

Have the individual transported to the nearest medical facility, even if symptoms seem to get better. After an overdose, a person dependent on opioids should be medically monitored for safety.

When safe, remove gloves, if used, following appropriate safety procedures. Avoid touching your eyes, nose, and mouth.

Wash your hands with soap and water for at least 20 seconds. If soap and water are not available and you had no skin contact with illicit drugs, an alcohol-based hand sanitizer with at least 60% alcohol may be used.

Contact parent/guardian per school protocol.

Complete Report of Naloxone Administration. Link here:

[REPORT OF NAXOLONE \(NARCAN\) ADMINISTRATION](#)

Follow up with treatment referral recommendations.

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

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 of basic life-saving stabilization techniques.

Initial contact

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

Assess respiration (normal, rapid, absent)

- If absent, open the airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM CPR
- If a patient needs assistance to maintain an open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold the airway open)
- If respiration is normal, go to the next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If a capillary refill is less than 2 seconds, or radial pulse is present, go to the 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)

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

EMERGENCY COMMUNICATIONS

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

Emergencies within a School

Internal communications will be via:

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

External communications will be via:

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

Emergencies Affecting Two or More Schools

In-district communications will be via:

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

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District Radio System

- Set the radio to the desired frequency or channel.
- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
 - Identify yourself: "This is NAME . POSITION , from SITE."
 - Base will respond.
 - Give message, after transmission is complete. Base will end with (base number) clear
- Unit to Unit
 - Use unit number to begin and end transmissions.

- School Bus to unit
 - Use Unit number to begin and end transmissions.

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

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

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

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

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 are to report any news media personnel that appear elsewhere on campus.

EOC Message Form

An EOC message form is located in the [Functional Annex](#). This form would be used in case all other forms of communication are not possible.

6. FUNCTIONAL ANNEX

THE SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT EMERGENCY PHONE DIRECTORY

District Executive Staff

Name, Position	After hours contact number
Antonio Garcia, Superintendent	(805) 922-4573 ext. 4201
Yolanda Ortiz, Business Services	(805) 922-4573 ext. 4401
Kevin Platt, Office of Pupil Personnel	(805) 922-4573 ext. 4301
Krista Herrera, Curriculum & Instruction	(805) 922-4573 ext. 4211
Ivan Diaz, Support Services	(805) 922-4573 ext. 4214
Kenny Klein, Public Information	(805) 922-4573 ext. 4216
Cesar Lugo, Facilities & Operations	(805) 922-4573 ext. 4701
Jerry Sitton, Transportation	(805) 922-4573 ext. 4711
Santa Maria Police Department	(805) 928-3781 or 911

Santa Maria High School

Name, Position	After-hours contact number
Steve Campbell, Principal	(805) 925-2567 x3701
Jules Manfreda, Assistant Principal	(805) 925-2567 x3707
Monica Pallan, Assistant Principal	(805) 925-2567 x3709
Merrie Goldin, Assistant Principal	(805) 925-2567 x3705
Tyler Haglund, Dean of Students	(805) 925-2567 x3703
Maintenance and Operations	(805) 925-2567 ext. 3251 or 3250 After Hours Cell: (805) 878-8164
Nurses	(805) 925-2567 ext.3713
School Psychologist	(805) 925-2567 ext. 3720, 3794, and 3721
Security	(805) 925-2567 ext. 3768, 3746
School Resource Officer	(805) 925-2567 ext. 3766

EMERGENCY RESOURCE LIST

LOCAL EMERGENCY AND AGENCY PHONE NUMBERS

These phone numbers have not been verified.

American Red Cross	(805) 928-0778
Cal-Trans	(805) 922-1987
CHP	(805) 349-8728 or 911
Child Abuse Hotline	(800) 367-0166
Child Welfare Services	(800) 367-0166
City of Santa Maria Water Department	(805) 925-0951 x 252
Coroner (Santa Barbara County Sheriff)	(805) 681-4145 or 681-4100
FEMA	(805) 925-2631
FDA	(888) 463-6332
HUD	(800) 225-5342
KSMA-AM 1240	(805) 925-2582
KUHL-AM 1440	(805) 922-7727
Marian Medical Center	(805) 739-7000
Mental Health (Child and Adult)	(805) 934-6385 and 934-6380
PG&E	(800) 743-5000
Poison Control Center	(800) 451-8346
Santa Barbara County Probation Department	(805) 739-8550
Road Information	(800) 427-7623
Runaway National Hotline	(800) 621-4000
Salvation Army - Santa Maria	(805) 922-4434
Santa Barbara County Environmental Health Services	(805) 346-8460
Santa Barbara County Health Department	(805) 346-7230
Santa Barbara County Office of Emergency Services	(805) 681-5500
Santa Barbara County Public Works	(805) 568-3000
Santa Barbara County Sheriff's Department	(805) 346-7430 or 911
Santa Maria Fire Department	(805) 925-2631 or 911
Santa Maria Police Department	(805) 346-7430 or 911
Santa Maria Fire Department	(805) 925-2631 or 911
Dispatch/Emergency	(805) 925-2631
SISC	(661) 636-4604
SMAT	(805) 928-5624
Social Services Administration	(805) 681-4401
Student Attendance Review Board	(805) 922-9455 x 2211
The Gas Company	(800) 427-2200

WEBSITE DIRECTORY

LISTED BELOW ARE WEBSITES THAT PROVIDE ADDITIONAL INFORMATION.

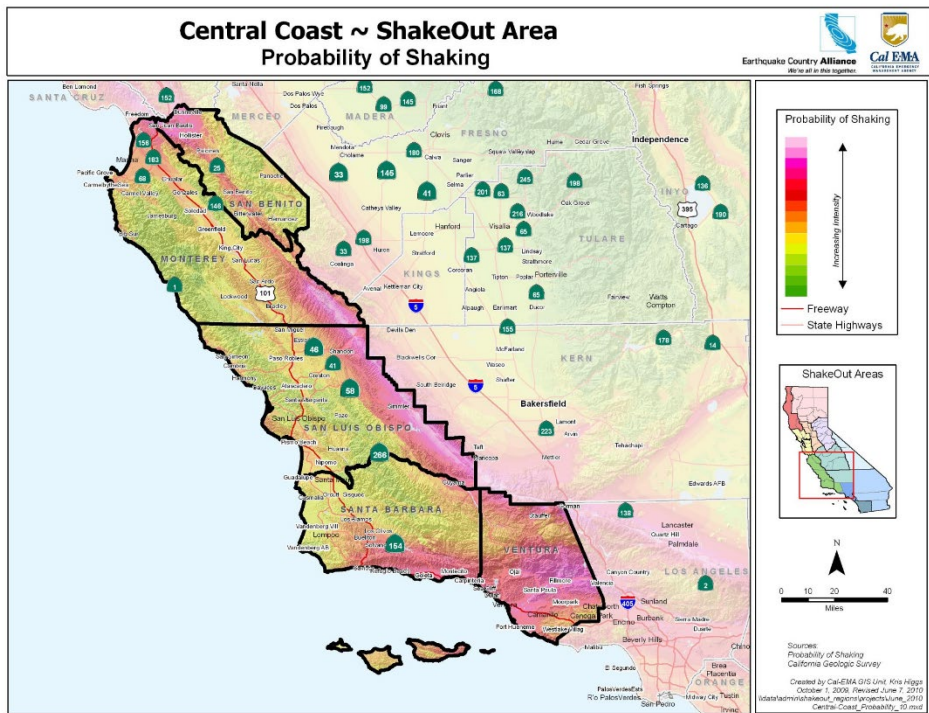
http://www.ready.gov	Disaster Preparedness Information
http://www.whitehouse.gov	White House
http://www.dhs.gov	Federal Department of Homeland Security
http://www.nasponline.org	National Association of School Psychologists
http://www.fema.gov/	Federal Emergency Management Agency
https://www.cde.ca.gov/	California Department of Education
http://www.oes.ca.gov/	California Office of Emergency Services
http://www.bt.cdc.gov/	Centers for Disease Control and Prevention
http://www.fbi.gov/	Federal Bureau of Investigation
https://www.sbceo.org/	Santa Barbara County Office of Education
https://www.smjuhsd.k12.ca.us/	The Santa Maria Joint Union High School District

ICS ROSTER

SANTA MARIA HIGH SCHOOL



EARTHQUAKE PROBABILITY CHART



EARTHQUAKE SIZE DESCRIPTIONS		
DESCRIPTION TITLE	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 distance of up to 20 or 30 miles from the epicenter may cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable
Major Earthquake	7 to 7.9	Landslide, 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.

SANTA MARIA HIGH SCHOOL
CONTINUITY OF OPERATIONS PLAN

Role or Topic	Responsibilities	Assigned and Alternates
Essential Functions/Essential Staff/Communications	<ul style="list-style-type: none"> • Identify essential functions and services that are needed to sustain division mission and operations. • Determine what functions will ultimately need to be prioritized in the worst-case scenario. • Establish how the division may be re-organized to accommodate prioritization of functions for the division and for the district. • List essential staffing positions for sustaining mission and operations and identify alternate staff members who can also fill essential positions (ensure there are multiple individuals capable of completing all essential functions). • Consider staffing reassignment options for critical positions to mitigate the impact of a reduced workforce. • Establish orders of succession, building out three deep for each leadership role. • Confirm Delegations of Authority to ensure that decision-making proceeds efficiently during times of crisis. • Establish the processes for notifying employees of changes to the work environment and conditions and sharing other critical, timely information. • Establish the methods used for notification and dissemination of critical information. • Ensure that: <ul style="list-style-type: none"> ○ Contact rosters are complete and up to date ○ General messages are pre-staged when possible ○ Test the system and users by sending occasional test messages ○ Establish a back-up method for messaging 	<p><u>Primary:</u> Superintendent</p> <p><u>Possible Alternates:</u></p>
Critical Resources/Facilities	<ul style="list-style-type: none"> • Maintain overall function and facilities operation. • Review essential functions and responsibilities of 	<p><u>Primary:</u> CBO</p>

	<p>back-up personnel.</p> <ul style="list-style-type: none"> • Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary • Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained. • Provided building administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems • Meet with staff and monitor their ability to maintain essential function 	<p><u>Possible Alternates:</u> MOT Director</p>
<p>Essential Records Management</p>	<ul style="list-style-type: none"> • Monitors absenteeism and ensures appropriate delegation of authority. • Work with bargaining units to develop the plan for emergency use of personnel in nontraditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. 	<p><u>Primary:</u> Human Resources Director</p> <p><u>Possible Alternate:</u></p>
<p>Reconstitution</p>	<ul style="list-style-type: none"> • Will be implemented in significant absences or school closure. • Alternate learning strategies will include: <ul style="list-style-type: none"> ○ Hard copy, self-directed lessons ○ Use of mobile media storage such as the cloud ○ On-line instruction; on-line resources; on-line textbooks • Communication modalities for assignment postings and follow-up: <ul style="list-style-type: none"> ○ Telephone ○ Postal Service ○ Cell phone ○ Cell phone mail ○ Text messages ○ E-mail ○ Automated notification systems ○ Website postings 	<p><u>Primary:</u> Site Principal</p> <p><u>Possible Alternate:</u></p>

BOMB THREAT REPORT FORM

School Name:	Time of call:	Received by:
Date:	Time caller disconnected:	Caller ID if any:

Exact Wording of Threat:

Does the voice sound familiar? Like who?

QUESTIONS TO ASK

1. When will the bomb explode:	6. Did you put the bomb there?
2. Where is the bomb?	7. Why?
3. What does it look like?	8. How did the bomb get in the school?
4. What kind of bomb is it?	9. Where are you calling from?
5. What will cause it to explode?	10. What is your name / address / phone number?

Caller Description			
Male	Female	Unknown	Approximate Age:

(Caller's Voice (Circle all that apply))						
CALM	ANGRY	EXCITED	SLOW	RAPID	SOFT	LOUD
NASAL	STUTTER	LISP	RASPY	DEEP	RAGGED	LAUGHING
FRIGHTENED	DISGUISED	SERIOUS	INCOHERENT	SLURRED	CONGESTED	CRYING
CRACKING	ACCENT	SLANG	JOKING	DISTINCT	NORMAL	HEAVY BREATHING

Callers Language (circle all that apply)								
Well Spoken	Educated	Foul	Reading Something	Taped Message	Young Child	Young Adult	Middle Aged	Older/ Elderly

Background Noises (circle all that apply)									
Street sounds	Voices	Music	Motor	Factory	Animal Noises	Static	PA System	House Noises	
Machinery	Windy	Local	Clear	Cell Phone	Office	Other:			

Other Observations:

HOMELAND SECURITY ADVISORY SYSTEM

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.**

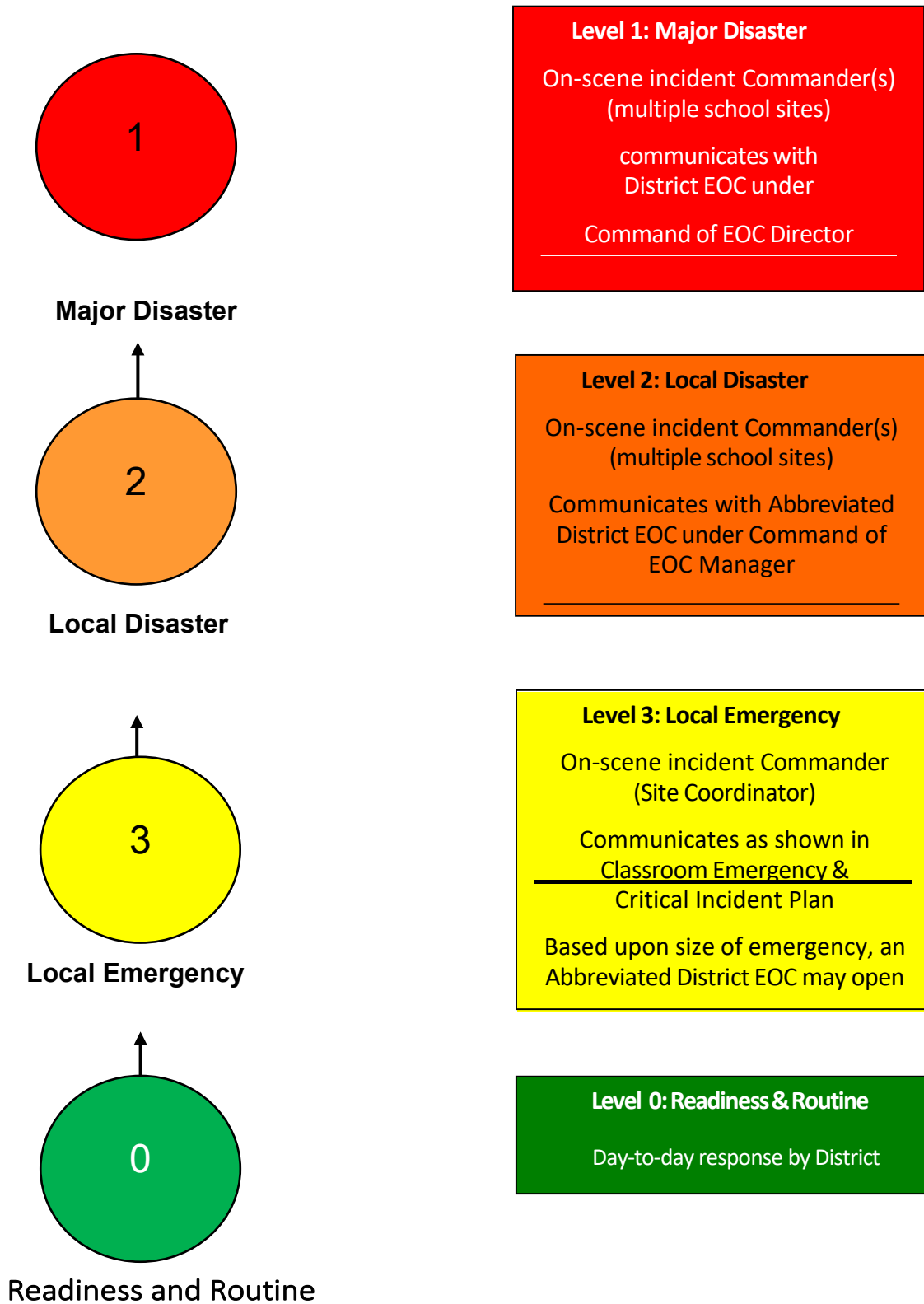
THREAT CONDITIONS AND RECOMMENDED PROTECTIVE MEASURES

Identified on the following pages, 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.

HOMELAND SECURITY ADVISORY SYSTEM CHART



RESPONSE LEVEL DIAGRAM



THE SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
STAFF NOTIFICATION FORM

Staff Notification Form

Date: _____

Teacher: _____

Per Education Code and District Policy, you are hereby notified that one of your students, has been convicted of a violation for which he/she may be suspended and/or expelled under Education Code 48900. Please come to the office and review the student's file as soon as practicable.

REMEMBER, THIS INFORMATION IS CONFIDENTIAL. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS A MISDEMEANOR.

Please sign this notification and return it to the Principal's Office.

Under School Jurisdiction - Ed. Code 48900

a1	Caused, attempted to cause or threatened to cause bodily injury to another
a2	Willfully used force or violence upon the person of another, except in self-defense
b	Possessed, sold, or otherwise furnished any firearm, knife, explosive or dangerous object
c	Unlawfully possessed, sold, intended to sell or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, intoxicant or look-a-like drug
d	Offered, arranged or negotiated to sell controlled substances
e	Committed or attempted to commit robbery or extortion
f	Caused or attempted to cause damage to school or private property
g	Stole or attempted to steal school or private property
h	Excluded from reporting per EC 49079
i	Committed an obscene act or engaged in habitual profanity or vulgarity
j	Possessed or unlawfully offered, arranged or negotiated to sell drug paraphernalia
k	Disrupted school activities or defied the authority of school personnel
l	Knowingly received stolen private property
m	Possessed an imitation firearm
n	Committed or attempted to commit sexual assault
o	Excluded from reporting per EC 49079
p	Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug SOMA
q	Engaged in, or attempted to engage in, hazing
r	Engaged in the act of bullying

Outside School Jurisdiction at the discretion of the Principal (Welfare and Institutions Code 827)

a	Curfew Violation
b	Gambling
c	Alcohol
d	Drugs
e	Tobacco Products
f	Carrying Weapons
g	Sex Offense (PC 290)
h	Assault or Battery
i	Larceny
j	Vandalism
k	Graffiti

New 3-1-2011 RLT; Revised 3-12-2014 FE

REPORT OF NAXOLONE (NARCAN) ADMINISTRATION

This is a **CONFIDENTIAL REPORT** for use by the Santa Maria Joint Union High School District legal department. No copies of this report shall be furnished to anyone including employees, students, and parents without permission from the legal department.

REPORT OF NALOXONE ADMINISTRATION	
Demographics and Health History	
Name of Person: _____ Age: _____ Date: _____	
School/Site: _____ Location: _____	
Type of Person: <input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Visitor Gender: <input type="checkbox"/> M <input type="checkbox"/> F <input type="checkbox"/> Non-binary	
Ethnicity Description: Spanish/Hispanic/Latino Origin <input type="checkbox"/> Yes (if yes, see below) <input type="checkbox"/> No <input type="checkbox"/> Unknown	
Spanish/Hispanic/Latino Origin	
<input type="checkbox"/> Argentinian <input type="checkbox"/> Colombian <input type="checkbox"/> Costa Rican <input type="checkbox"/> Cuban <input type="checkbox"/> Honduran <input type="checkbox"/> Guatemalan <input type="checkbox"/> Hispanic, Latino/Spanish Origin	
<input type="checkbox"/> Mexican, Mexican American, Chicano <input type="checkbox"/> Nicaraguan <input type="checkbox"/> Panamanian <input type="checkbox"/> Peruvian <input type="checkbox"/> Puerto Rican <input type="checkbox"/> Asian	
<input type="checkbox"/> Salvadorian <input type="checkbox"/> Other South American <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Race/Nationality Description:	
<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American	
<input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/> Unknown	
Signs of Overdose Present	
<input type="checkbox"/> Blue lips <input type="checkbox"/> Breathing slowly <input type="checkbox"/> Shallow breathing <input type="checkbox"/> Slow pulse <input type="checkbox"/> Unresponsive	
<input type="checkbox"/> Weak pulse <input type="checkbox"/> Other (specify) _____	
Suspected Overdose on What Drugs?	
<input type="checkbox"/> Heroin <input type="checkbox"/> Benzos/Barbituates <input type="checkbox"/> Cocaine/Crack <input type="checkbox"/> Alcohol	
<input type="checkbox"/> Methadone <input type="checkbox"/> Suboxone <input type="checkbox"/> Unknown <input type="checkbox"/> Other (specify) _____	

Naloxone Administration Incident Reporting	
Date of occurrence: _____	Time of occurrence: _____
Vital signs: BP _____ / _____ Temp _____ Pulse _____ Respiration _____	
Location where student was found:	
<input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Health Office <input type="checkbox"/> Playground <input type="checkbox"/> Bus <input type="checkbox"/> Other (specify): _____	
How was the naloxone given: <input type="checkbox"/> Injected into muscle <input type="checkbox"/> Sprayed into nose	
Naloxone lot #: _____ Expiration date: _____	
Naloxone administered by: (Name) _____	
Was this person formally trained? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know	
Parent notified of naloxone administration: (time) _____	
Was a second dose of naloxone required? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ If yes, was that dose administered at the school prior to arrival of EMS? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	
➤ Approximate time between the first and second dose: _____	
Naloxone lot #: _____	Expiration date: _____

Person's Response to Naloxone	
<input type="checkbox"/> Combative	<input type="checkbox"/> Responsive/Angry
<input type="checkbox"/> Responsive but sedated	<input type="checkbox"/> Responsive and Alert
<input type="checkbox"/> No response to naloxone	

Post-Naloxone Observations (Check all that apply)	
<input type="checkbox"/> None	<input type="checkbox"/> Seizure
<input type="checkbox"/> Vomiting	<input type="checkbox"/> Difficulty breathing
<input type="checkbox"/> Other (specify): _____	

Other Actions Taken	
<input type="checkbox"/> Sternal rub	<input type="checkbox"/> Recovery position
<input type="checkbox"/> Rescue breathing	<input type="checkbox"/> Chest compressions
<input type="checkbox"/> Automatic defibrillator	<input type="checkbox"/> Yelled
<input type="checkbox"/> Shook the person	<input type="checkbox"/> Oxygen
<input type="checkbox"/> Other (specify): _____	

Disposition
EMS notified at: (time) _____
Transferred to ER: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown
If yes, transferred via: <input type="checkbox"/> Ambulance <input type="checkbox"/> Other: _____
Parent: <input type="checkbox"/> At school <input type="checkbox"/> Will come to school <input type="checkbox"/> Will meet student at hospital <input type="checkbox"/> Other: _____
Hospitalized: <input type="checkbox"/> Yes <input type="checkbox"/> If yes, discharged after _____ days <input type="checkbox"/> No
Name of hospital: _____
Student/Staff/Visitor outcome: _____

Comments

Form completed by: _____ Date: _____
Signature: _____ Title: _____
Phone number: (____) _____ - _____ Ext.: _____
School/Site: _____
School/Site Address: _____

PANDEMIC FLU CHECKLIST

1. Mitigation and Prevention:

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Identify or create a countywide, districtwide, or regional committee to provide guidance regarding pandemic flu preparations to district school sites, including charter schools and private schools. The committee should include (if available): <ul style="list-style-type: none"> • District administrators from instructional departments • District administrators from operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director • Site administrators • School nurse/health services administrator • Adult education director • Food services director • Charter school representative • Private school representative • Before- and after-school program providers • Local health department representative¹ • Mental health professional • Teachers • Parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2 Review communicable disease policies as well as district and school emergency/crisis response and safe school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Determine if any additional policies or procedures are needed. ²
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent. ³
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan.

¹ This person should be the health officer or local health department designee who is the authority responsible for declaring a public health emergency and who will activate the district's pandemic influenza response plan in the event of a pandemic. (Find a list of local health officers at <https://www.cdph.ca.gov/Programs/CCLHO/Pages/CCLHO-Health-Officer-Directory.aspx>)

² For example, policies regarding staff and student absences (non-punitive), sick leave, infirmaries for temporary placement of ill students, and transporting ill students.

³ High rates of absenteeism may be clustered by neighborhood or may occur district- or countywide. Look at alternatives, such as staggered school times, changes in busing, and telecommunications, and develop a substitute pool list for all levels and types of staff.

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures. ⁴
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures. ⁵
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs of the community. ⁶
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily. A supply of surgical masks is also recommended.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.15 Distribute and display “Handwashing” and “Stop the Spread of Germs” posters in each classroom. https://www.cdc.gov/handwashing/materials.html
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.16 Identify individual(s) to educate families about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.17 Anticipate the potential fear and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.

⁴ Possible avenues of communication may include automated phone messages, e-mail, Web sites, text messaging, local media outlets, and cable television.

⁵ Develop procedures to ensure continuity of instruction (e.g., Web-based distance instruction, e-mailed lessons and assignments, automated phone messages, print media, cable television).

⁶ For example, school may be designated as a contingency hospital, vaccination center, casualty collection site/temporary morgue, site for feeding vulnerable populations (keeping in mind that not all schools have kitchens). Community may also need to utilize the LEA’s healthcare and mental health staff, etc.

2. Preparedness

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.4 Review procedures for communicating with staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7 Review policies and procedures for identifying ill students and staff, isolating and masking them as necessary, and sending them home.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.8 Use prevention strategies ⁷ NOW for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.9 Preplan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.10 Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.

⁷ Teach and practice hand washing and hygiene/cough etiquette. Although annual flu vaccine does not protect against pandemic flu, health officials recommend encouraging students, staff, and families to obtain seasonal influenza vaccine and to stay home when sick.

3. Response

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1 Track the number of staff and students absent daily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2 Report to the district office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3 Finalize the information that needs to be communicated to staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6 Conduct timely debriefings with the districtwide and/or community pandemic committee to identify lessons learned and make necessary changes to the response plan.

4. Recovery

Completed	In Progress	Not Started	Action Item
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Mobilize the district crisis recovery team that provides emotional-psychological support. If there is a loss of life in the school community, establish the location of a “safe room” for counseling services to be provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.5 Announce counseling support services that are available to students and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.6 Provide rest places for those staff and students who tire easily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.7 Make educational materials available to families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.8 Identify students, families, and staff who may need long term physical and mental health support or intervention and develop school and community resources to provide these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.9 Assign staff to monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.10 Consider offering school-based health and mental health services, if available, by community, university, or public/nonprofit mental health agencies and identify funding to support these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.12 Follow up with student referrals made to community agencies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.13 Conduct debriefings with the crisis recovery team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.14 Document “lessons learned” and incorporate them into revisions and training.

**THE SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
EOC MESSAGE FORM**

Date:	Priority (Check One):		
Time:	<input type="checkbox"/> Emergency <small>Life Threatening</small>	<input type="checkbox"/> Urgent <small>Property Threatening</small>	<input type="checkbox"/> Routine <small>(All Others)</small>
To:	Name:	From:	Name:
	Date:		Date:
	Title:		Title:

Check One: Take Action For Information Other _____

SUMMARY OF INJURIES AND PROPERTY DAMAGE

Category	Number of Victims	Description
A	Fatalities:	Fatal Injury
B	Minor Injuries:	Minor Injuries: In need of first aid attention only. No ambulance needed.
C	Major Injuries:	Major Injuries: Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled severe bleeding, severe head injuries, open chest or abdominal wounds, severe shock. Ambulance Needed.
	Moderate Injuries:	Moderate Injuries: Burns, major multiple fractures, Back injuries with or without spinal cord damage. Ambulance Needed.

CATEGORY D: Property Damage: <input type="checkbox"/> Major <input type="checkbox"/> Moderate <input type="checkbox"/> Minor <input type="checkbox"/> None	Descriptions: Major damage: Building collapse, building leaning, major ground movement causing large cracks in ground. Moderate damage: Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines). Minor damage: Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
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Category E: Resources Needed:

Ambulance PG & E Other: _____

****Transmit only the data in the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.**

Additional Information:	
Disposition:	
Action Requested by (Name):	Time Action Provided:

SANTA MARIA HIGH SCHOOL

ANNUAL SITE AWARENESS CHECKLIST, YEAR: _____

Recommendation	Steps	Participants	Completed
Review employment screening policy & procedure	<ul style="list-style-type: none"> ◆ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ◆ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate. ◆ Do your searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ◆ Do your outside contracts use due diligence screening procedures to check the backgrounds of their workers who regularly visit your school? 	<ul style="list-style-type: none"> ◆ Security ◆ Human Resources 	
Review the physical security of bus yards and garages; review transportation security in general	<ul style="list-style-type: none"> ◆ Are vehicle garages alarmed, and are the alarms in working order? ◆ Are fenced-in areas gated, locked, and adequately illuminated at night? ◆ 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? ◆ Are bus drivers equipped with two-way radios or cell phones? ◆ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes? ◆ 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? 	<ul style="list-style-type: none"> ◆ Security ◆ Contract Bus Operators ◆ Health Staff ◆ Drivers 	
Review the adequacy of physical security in and around campus buildings	<ul style="list-style-type: none"> ◆ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ◆ Are keys to campus and administration buildings adequately controlled? ◆ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ◆ Is exterior lighting working and is illumination adequate? ◆ Is interior lighting (night lighting) working and is illumination adequate? 	<ul style="list-style-type: none"> ◆ Security ◆ Maintenance ◆ Operations 	

Recommendation	Steps	Participants	Completed
<p>Review access control procedures and heighten employee awareness</p>	<ul style="list-style-type: none"> ◆ 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. ◆ 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. ◆ Has a visitor log and ID badge system been implemented? 	<p>◆ Everyone</p>	
<p>Train everyone to recognize and report suspicious activities on campus.</p>	<ul style="list-style-type: none"> ◆ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ◆ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ◆ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ◆ Have you developed a plan to handle reports of suspicious activity? ◆ 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? ◆ Do personnel know what to do if a suspicious package is found? ◆ 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? ◆ Are food services personnel trained to be aware of suspicious people in their food preparation area? ◆ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts? 	<p>◆ Everyone</p>	

<p>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.</p>	<ul style="list-style-type: none"> ◆ Do you have a zero tolerance for verbal threats of any kind? ◆ 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? ◆ Do students and staff know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ◆ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves? 	<ul style="list-style-type: none"> ◆ Student Services ◆ Security ◆ Human Resources 	
<p>Work closely with local law enforcement and health officials.</p>	<ul style="list-style-type: none"> ◆ Have you made local law enforcement a partner in your district plans? ◆ Are parking regulations, particularly fire zone regulations, strictly enforced? ◆ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ◆ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ◆ Have you determined contact protocol with local health officials if bioterrorism is suspected? 	<ul style="list-style-type: none"> ◆ Security ◆ Clinical Staff ◆ Crisis Management Team 	
<p>Train staff on identifying and handling suspicious packages and letters.</p>	<ul style="list-style-type: none"> ◆ Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ◆ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ◆ Have you considered publicizing the availability of this information to others in the school community for personal use? 	<ul style="list-style-type: none"> ◆ Mail room ◆ Secretarial ◆ Security ◆ Parents ◆ Students 	

SANTA MARIA HIGH SCHOOL

ANNUAL SAFETY PLAN EMERGENCY PLAN CHECKLIST, YEAR _____

Site: Site Checklist
Due By: September 15th Each Year
Submit To: Risk Management

This is a checklist to help principals organize and meet the site requirements mandated by the Emergency Operations Plan. It is recommended that each principal appoint a Site Safety Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check Requirement

- Read the District Disaster Plan, and know the responsibilities of the site manager
- Designate a second-in-command and a backup
- Orient staff to District emergency Operations Plan, review site procedures (staff meeting)
- Update site plan, assign staff responsibilities (complete staff roster sheet)
- Schedule necessary training (First Aid, CPR, Search & Rescue)
- Schedule drills: Fire, Earthquake, Active shooter, Communications
- Update site map, post as required, and place a copy in site Knox Box.
- Complete Site Hazard Survey
- Complete Classroom Hazard Survey Summary
- Submit Classroom Hazard Survey Summary to superintendent
- Participate in a test of District Radios
- Check battery-operated radios
- Check the location and condition of the 2-meter radio antennae and the base for installing the antennae if appropriate.
- Complete supplies and equipment inventory to include classroom emergency kits
- Order supplies and equipment as necessary
- Evacuation areas/alternative identified for all classes
- Communications to parents and students about disaster procedures
- Review District Student Release Policy
- Update Emergency Information Cards
- Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
- Assess food supplies as applicable.
- Meet with childcare provider and coordinate disaster preparedness plans
- Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal's Signature

Date

SANTA MARIA HIGH SCHOOL

ANNUAL SITE HAZARD SURVEY, YEAR _____

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the District Office by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include the evaluation of the interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include an assessment of the following areas.

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

SANTA MARIA HIGH SCHOOL

ANNUAL SITE HAZARD SURVEY II, YEAR _____

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
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, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

SANTA MARIA HIGH SCHOOL

ANNUAL CLASSROOM HAZARD SURVEY, YEAR _____

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 his/her for hazards and correct any they can; items they cannot correct will be submitted to the principal on this form by **September 30**. The principal shall submit a completed copy of the school needs with the principal's checklist by **October 30** to the District Office.

ROOM NUMBER	
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	
TV 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 workstation	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

SANTA MARIA HIGH SCHOOL

ANNUAL DISASTER SERVICE WORKER SURVEY, YEAR _____

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency -- Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction - 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? Do you think you will need tools for clearing debris? 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. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

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. Do most of your students' families live nearby or do some of them commute long distances? 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 to factor in 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 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 used 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. Many schools stock supplies in (new) trash barrels on wheels. 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, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crowbar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- 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)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheelchairs)

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

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pickax
- Sledgehammer
- 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
- Cable to connect car battery for emergency power

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 & Rescue Equipment

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

Protective Gear per Search & Rescue Team Member

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

Gear per Search & Rescue Team

- Backpack with First Aid supplies
- Master Keys

HOMELAND SECURITY ADVISORY SYSTEM

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

Identified on the following pages, 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.



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:

General Measures

- 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.



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:

General Measures

- 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.
- Test your generator once per week.



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:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further 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.
- Test your generator once per week.

**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:

General Measures

- 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, and student concerns to determine when/how to communicate.
 - a. Communication should focus on reassurance that school is a safe place
 - i. Reminder – schools have existing safety plans
 - ii. Reminder – schools practice their safety procedures
 - iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- 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
- Test your generator once per week.



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 affected county Emergency Operations Center, located at 3500 Apron Ave, Atwater, CA 95301, 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 Maria Joint Union High School District will provide staff at the affected 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 through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each 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:

General Measures

- 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 to MCOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the County EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - A. review communication guidelines under Orange Threat Level
 - B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- 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 to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

7. THREAT AND HAZARD ANNEXES

BASIC ACTIONS

Most emergency responses are covered by the following Basic Actions:

Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: LEAVE BUILDING

ACTION: 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. This 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 an Active shooter/Lockdown Alert, when the teacher/supervisor has ascertained that leaving is the best option.

Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **Action:** 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 that is upwind and uphill in the event of a chemical or biological threat

Action: 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

Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings
 - Immediately **TAKE COVER** under desks or tables and turn away from all windows.
 - Explosion/Nuclear Attack:
- Take a protective position, OR,
- 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.

Action: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: 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.

Action: DIRECTED TRANSPORTATION

WARNING: 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.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a dangerous area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered 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:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area

- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious means available

Action: 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, ALERT website, phone distribution lists, or other means will be requested.

ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

EARTHQUAKE

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

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.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

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

At the first indication of ground movement, you should DROP to the ground.

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.

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

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. 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 going home, the student should continue to 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 off the bridge or away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. **The district bus driver is legally responsible for the welfare of student riders.**

Since earthquakes occur without warning, the following actions will be initiated when site personnel become aware that an earthquake is in progress.

Site Administration will:

- Initiate Evacuation as soon as the earthquake subsides and it is determined that evacuation is necessary and evacuation routes are safe.
- Initiate Incident Command System
- Notify site administration, District Office, and appropriate first responder agencies.
- Assess student and staff safety. Administer first aid as necessary.
- Initiate search and locate operations.
- Inspect all buildings, with assistance, for possible damage in coordination with LAW ENFORCEMENT and EOC if activated.
- Notify the site administration and District Office as to the damage and recommend whether to continue with the regular program or proceed with alternate plans.
- Have an assigned staff member keep you informed of any pertinent information being broadcast on the local radio station. Set up the site Communication Center if necessary.
- Give the order to return to the buildings only after they have been inspected and found to be completely safe.

Staff:

- Initiate Action Duck, Cover, and Hold or Action Drop.
- Remain in the Duck, Cover, and Hold or Drop positions until the all-clear sounds.
- Administer immediate first aid as necessary.
- Maintain order among students and other staff in a calm, matter-of-fact manner.

Maintenance:

- Check utilities/appliances. Shut off, if necessary. Extinguish small fires.
- Inspect all buildings, with assistance, for possible damage.

In a worst-case scenario, where the earthquake is so severe as to disrupt all phone communications and make many streets impassable, site personnel will have to use their best judgment as to how to operate. However, they shall:

- Monitor radio broadcasts for information and possible instructions.
- If feasible, send a staff member by automobile to emergency operation center (EOC) for

further instructions.

- Initiate release procedures and other emergency actions as necessary, based on directions from site administration and District Office.

INCAPACITATED STAFF MEMBER

Procedure addresses situations involving school staff members who become ill, injured, unconscious, or unable to respond to students or other staff.

Procedure

1. A staff or student directs another student to contact office and request assistance either by classroom phone or immediate response.
2. Another student notifies a teacher or staff member in adjoining classroom.
3. Students remain calm and in seats.

FIRE

NOTE: Whoever discovers the fire will immediately sound the fire alarm, notify the main office, and provide details of the situation.

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

A fire within a Santa Maria High School building:

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

Site administration will:

- Call 911 and notify the Fire Department, the District Office, and entire administrative team.
- Initiate Incident Command System
- Initiate and monitor *Evacuation*.
- Check with staff for missing staff or students.
- Confer with fire department officials about returning to the building and for further instructions.
- In the event of a fire near Santa Maria High School, determine which of the foregoing actions are required.

Staff will:

- Implement *Evacuation*.
- Maintain control of students at a safe distance from the fire and fire fighting equipment.
- Render first aid as needed.
- Report injured students or staff to the administration.
- Do not return to the building until the all-clear bell rings.

MOT will:

- assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- open necessary gates for fire trucks and other emergency vehicle access when appropriate.
- keep access entrances open for emergency vehicles.

Notification to students and staff stating when it is safe to return to the school site will fall under the direction of the fire department in consultation with the superintendent or designee.

Fire Near School

Site Administration will:

- Determine the need to execute an evacuation or shelter in place if a nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.

Notification to students and staff stating when it is safe to return to the school site will fall under the direction of the fire department in consultation with the superintendent or designee.

FLOOD / INUNDATION

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning as a result of damage to water distribution systems.

- Initiate appropriate immediate response actions; SHELTER IN PLACE, EVACUATE, or OFF SITE EVACUATION.
- Call 911.
- Notify Superintendent's office.
- In the event of evacuation, teachers bring their roll sheet and take attendance in assembly area.
- Notify school administration of any missing students.

LOSS OF UTILITIES

This procedure addresses situations involving a loss of water, power, or other utilities on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the principal or designee immediately.

Upon notice of loss of utilities, the principal or designee will initiate appropriate immediate response actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.

The principal or designee will notify the Maintenance, Operations and Transportation Department and will provide the location and nature of emergency.

The principal or designee will notify the Superintendent of the loss of utility service.

If the loss of utilities generates a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion.

EMERGENCY SHUT OFF UTILITY MAP

GAS

The gas mains are located in the corporation yard behind the cafeteria. An appropriate wrench should be chained to the fence above the gas main. If not, go to the maintenance closet for a large wrench. **NOTE:** Once the gas has been shut off, do not turn it back on.

ELECTRICAL

The electrical panel is located in the corporation yard behind the cafeteria. Use the 1c33 key to open the panel. A map displaying the campus buildings' alphabetic destinations is hanging inside the electrical panel.

Unlike the gas main, it is generally safe to turn the electric power back on after an emergency.

SOLAR PANELS

The solar panel breakers are located in the corporation yard.

WATER

The water mains are located in front of the school, near Santa Maria Lane, and at the back of the school, near the baseball field. Use the standard 1c33 key to unlock the safety bar and turn either wheel to shut off the water. **Note:** Both the front and back water mains must be shut off.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. Despite everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e., flashlights & batteries.
- Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
- Clear away materials and boxes from hallways and pathways.
- Check the school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- Contact MOT immediately if the school is experiencing an outage.
- 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.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or

- not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.

The 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.).

HEAT WAVE

A heat wave is a prolonged period of excessive heat, generally 10 degrees or more above average, often combined with excessive humidity.

- Excessive Heat Watch - Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.
- Excessive Heat Warning - Heat Index values are forecasting to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).
- Heat Advisory - Heat Index values are forecasting to meet locally defined advisory criteria for 1 to 2 days (daytime highs=100-105° Fahrenheit).

Extreme Heat Instructions

When the heat index reaches the range of 90 to 105 degrees, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity. Always provide adequate amounts of water to students and staff to maintain appropriate hydration and use areas shaded from direct sunlight.

TORNADO/HIGH WIND EVENT

Tornadoes are violently rotating columns of air that extend from a thunderstorm to the ground.

Tornadoes in California are not as threatening as the ones seen in the Midwest States. Most California tornadoes last only a few minutes but should still be considered dangerous. Wind speeds near a tornado can cause bodily harm with flying objects. In recent history, tornadoes have been reported mostly in the central valley and have rarely touched down. They generally occur in sparsely populated areas.

Categories of Tornadoes:

EF Number	3 Second Gust (mph)
0	65 to 85
1	86 to 110
2	111 to 135
3	136 to 165
4	166 to 200
5	Over 200

Preparation

- The NWS issues Tornado Warnings that are polygon-based and may include an entire county, or more likely portions of neighboring counties.
- Stay abreast of the latest forecast via NOAA Weather Radio, commercial radio or TV. Keep a watchful eye on the sky and consider postponing outdoor activities or large-scale school functions.
- Know your community's warning system. Communities have different ways of warning residents about tornadoes, with many having sirens for **outdoor warning purposes**.
- Identify the safer locations on campus. This should be a smaller building like a classroom or office. **Interior rooms with no windows, i.e. bathrooms, work rooms, closets etc. are ideal. Modular buildings, cafeterias and MPR's should be avoided.**
- Practice periodic tornado drills so that everyone knows what to do if a tornado is approaching. This should include "drop" procedures where persons are protected under furniture with arms over the head.

- Prepare for high winds by removing diseased and damaged limbs from trees near school buildings.
- Watch for tornado danger signs:
 - Dark, often greenish clouds/sky
 - Wall Cloud - an isolated lowering of the base of the thunderstorm
 - Debris cloud
 - Large hail
 - Funnel Cloud
 - Roaring Noise

Procedures for when a tornado warning siren is activated

- Announce and activate over the school P.A. system tornado response procedures
- Secure all doors and windows
- Turn off appliances and utility meters as much as possible
- Move students and staff to pre-designated safe buildings
- Monitor local media stations for updates and instructions
- Shelter in place until the all clear notification is received

During a Tornado

- The safest place to be is a smaller sturdy building away from windows like a classroom or office that has available items to take cover under. Cover your head with your arms.
- Underground shelters are a great option in areas where available.
- Stay away from windows!
- Get out of large auditoriums, MPR's or similar large buildings
- If you are caught outdoors, immediately go to your pre-designated safer building or the nearest one.

After a Tornado

- Continue listening to local news or a NOAA Weather Radio for updated information.
- Stay out of damaged buildings.
- Watch out for fallen power lines or broken gas lines and report them to the utility company immediately.
- Clean up spilled bleaches, gasoline and other flammable liquids that could become a fire hazard.

LIGHTING STORM

If thunderstorms and lightning are occurring in your area, you should:

- The principal or designee will initiate appropriate response action, which may include a Shelter-in-place or Reverse Evacuation.
- Staff and students should take shelter in a sturdy building. Avoid isolated sheds or other small structures in open areas.
- Staff and students should avoid contact with electrical equipment or cords. Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage.
- Staff and students should avoid contact with plumbing. Do not wash your hands; Plumbing and bathroom fixtures can conduct electricity.
- Staff and students should stay away from windows and doors.
- Staff and students should not lie on concrete floors and do not lean against concrete walls.
- Staff and students should avoid hilltops and open fields.
- Staff and students should avoid contact with anything metal.
- Staff and students should avoid natural lightning rods such as a tall, isolated tree in an open area.

SHELTER IN PLACE

Shelter in Place may be directed should there 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.

When instructed or when an alerting system triggers a Shelter in Place:

- **SHELTER.** Go inside the nearest building or classroom and remain there. 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.
- **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.
- **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:

- **Advise students to cover their mouths and nose with a damp cloth or handkerchief** to protect them from any airborne hazards.
- **A school official (or student if no official is 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.*
- **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.*
- Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

ALL CLEAR

Action taken to notify teachers that normal school operations can resume.

Announcement:

“YOUR ATTENTION PLEASE . . . IT IS NOW OKAY TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS.

I WOULD LIKE TO THANK AND COMMEND ALL STUDENTS AND STAFF OF SANTA MARIA HIGH SCHOOL FOR THEIR COOPERATION.

1. This action signifies the emergency is over.
2. If appropriate, teachers immediately begin discussions and activities to address student's fears, anxieties, and other concerns.

DISORDERLY CONDUCT (INDIVIDUAL)

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If perpetrator is armed, refer to Armed Assault on Campus Procedures.

Procedure

4. Upon witnessing Disorderly Conduct, staff takes steps to calm and control situation and attempt to isolate perpetrator from other students and staff, if it is safe to do so.
5. Staff immediately notifies a School Administrator and/or School Security via two-way radio.
6. School Administrator assesses situation and calls SMJUHSD Pupil Personnel/Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene “calls 911.”
7. If immediate threat is not clearly evident, School Administrator may attempt to diffuse situation. Approach perpetrator in calm, non-confrontational manner and request he/she cooperate and try to talk. For safety, the perpetrator may be detained and handcuffed for their safety and safety of others.
8. If perpetrator is a student, an attempt is made to notify the family. (Family members may have information and provide information on handling the student.)
9. School Administrator notifies District Office of situation.

DISORDERLY CONDUCT/RIOT (GROUPS)

Disorderly Conduct or Riot is a large gathering of students who become out of control and participate in violent or non-violent activities. Keeping the majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.

Procedure

1. Upon witnessing Disorderly Conduct of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
2. Other staff attempts to calm, and control other students not involved and get them on their way to class or off campus if the incident is after school. While doing this, attempt to locate and identify witnesses who may provide information for School Administrators.
3. Staff immediately notifies the School Administrator via two-way radio.
4. School Administrator assesses situation and calls SMJUHS Pupil Personnel/Police Department for additional officers to respond. Continued assessment is necessary for deployment of additional officers to respond and assist from other agencies. District personnel and/or officers on scene **“calls 911.”**
5. School Administrator initiates appropriate Immediate Response Actions, which may include **Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.**
6. Secure all gates and entrances to the campus.
7. Only authorized personnel are to be allowed in or out of the site.
8. Sign-in and Sign-out all authorized visitors noting date and time, telephone number and reason for visit.
9. During passing periods, **All Staff** should be on campus supervising, while teachers stand at the doorways to their classrooms watching and supervising students.
10. Staff is to report any suspicious activity, break up groups of students loitering and listen for any rumors or reports of possible ongoing activity by students. Maximum supervision by staff is recommended during student lunch periods.

11. School Site Parent Groups may be contacted to assist with supervision and help monitor activity.

12. Notify appropriate District Personnel for assistance as needed.

UNLAWFUL DEMONSTRATION/ WALKOUT

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

Procedure

1. Upon indication that unlawful demonstration or walkout is about to begin, personnel immediately notify School Administrator.
2. School Administrator assesses situation and initiates appropriate Immediate Response Actions, which may include Shelter-In-Place.
3. School Administrator calls 911 and/or SMJUHS Office of Pupil Personnel/Police Department at (805) 922-4573 ext. 4301 or (805) 928-3781.
4. Student Release Team immediately proceeds to control student ingress and egress. Each person entering or leaving campus is required to sign his/her name and record other pertinent information.
5. If students leave campus, School Administrators and allied law enforcement agencies will accompany them. All attempts will be made to guide and control actions of students while off-site.
6. Students not participating in demonstration or walkout are kept within their classrooms until further notice by School Administrator. Teachers close and lock classroom doors. Students and staff are protected from flying glass in event windows are broken by closing drapes and blinds in rooms so equipped.
7. Documentation Unit staff attempt to keep accurate record of events, conversations and actions.
8. All media inquiries are referred to SMJUHS Public Information Officer.
9. School Administrator proceeds in good judgment on basis of police or other legal advice, in taking action to control and resolve situation.
10. School Administrator notifies parents of incident, as appropriate.

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 602 PC - Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by current and retired 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.
- Ask them what their purpose is for being on campus.
- Advise intruders 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 the Police and Administration.

If Intruder(s) are on the playground or grounds at brunch or lunchtime:

- Outdoor Supervisors should notify the office by radio and move all students into the cafeteria/gym/classrooms unless otherwise directed.
- Lock exit doors to cafeteria/gym.
- Spread SHELTER IN PLACE or LOCKDOWN/Active shooter alarm throughout the rest of school as appropriate.

HOSTAGE SITUATION

If an intruder(s) enters a building or enclosed area with a weapon and threatens to shoot or injure persons, these guidelines should be followed:

Site Administration will: (If aware)

- Call 911 and immediately notify law enforcement.
- Initiate Incident Command System.
- Initiate Lockdown (bells only).
- Notify the District Office.
- Monitor the hostage situation as best as possible without doing anything to exacerbate it.
- Follow instructions of law enforcement officials who will take over when they arrive on site.

Staff will:

- Remain calm.
- Talk with the individual(s) in a low-key, non-threatening manner.
- Do not argue with or antagonize the individual(s) in any way.
- Keep your distance. Give the intruder(s) ample personal space.
- Do not attempt to deceive or threaten the intruder(s).
- Do not “buy into” the delusions of the intruder(s).
- Suggest marching the students and other staff quietly out the back door. Back off if this approach angers the intruder(s).
- Be constantly alert and prepared for violence. Initiate Action Drop if the intruder(s) open fire.

Note: If any site becomes involved in a hostage situation, the primary concern must be the safety of the students and staff. Individuals who take hostages are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication must be handled in a non-threatening, non-joking manner, always remembering that it may take very little to cause such persons to become violent.

WEAPONS ON CAMPUS

Due to the nature of the society in which we now live, and due to the ready availability of all types of lethal weapons, it is quite possible that guns and other weapons may be brought on site, either by students, community members, staff, or non-business outsiders. If it is ascertained by staff, LAW ENFORCEMENT, or site administration that a weapon(s) has been brought on site, the following emergency actions will be taken:

Site Administration will:

1. Initiate *Lockdown*. Students and some staff in open areas will return, under supervision of other staff, to designated large group areas such as the gymnasium or Board Room.
2. Call 911 and notify law enforcement, proceed under their direction.
3. Initiate Incident Command System.
4. Notify the District Office.

Staff will:

1. Follow *Lockdown* procedures.
2. If shooting occurs while inside Santa Maria High School buildings, instruct students and other staff to lie flat on the floor and out of sight of windows. Turn tables and desks on sides to use as concealment. Use anything near for further protection.
3. If shooting occurs while in open areas assist students and other staff to a safe area.
 - a. Depending on the circumstances, look for areas which will stop a bullet (crouched behind the front wheel of a car or behind cement raised flower bed.) If not available, look to hide behind any large objects or building or wall.
 - b. When running through large spaces, or down long hallways, zig-zag, run in the wake of large objects such as buildings, trees, etc.
 - c. If hidden behind a large object, don't stick head out to look. Use reflections, direction of gun smoke, hand signals to others around to determine if it is safe to move.
 - d. If no cover is immediately available, lie flat until it is safe to run.
 - e. Follow LAW ENFORCEMENT instructions and directions.

SHOTS FIRED ON CAMPUS

If an individual(s) begins firing a weapon(s), the following actions will be taken:

Site Administration will:

1. Inform staff and students in rooms to initiate *Lockdown* and *Action Drop*.
2. Call 911 and immediately notify law enforcement
3. Initiate Incident Command System
4. Notify the District Office.
5. Work in coordination with supervisors of law enforcement agencies until the situation is resolved.

Staff will:

1. In rooms, maintain *Action Lockdown* and *Action Drop*, until situation is resolved. Lie flat and out of site of windows. Turn tables on sides to use for concealment.
2. Lock building doors of non-involved rooms.
3. In open areas, move students and staff to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate *Action Drop*; this should be done only when there is no chance for students and other staff to reach a safer area.

LOCKDOWN: ACTIVE SHOOTER

An Active Shooter/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 responds to the situation based upon the Active shooter Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Active Shooter response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes securing building doors, barricading inward opening doors, moving occupants to a safe corner, readying an improvised weapon and turning off/dimming lights.
- Notify administration.
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent.

Intermediate activities:

- Keep students calm by ensuring the event will be over soon
- Maintain noise discipline
- Silence electronic devices

Evacuation:

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

BOMB THREAT

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

Use this link to jump to the [BOMB THREAT REPORT](#) form located in the Functional Annex as a guide to collect the information needed.

Procedure

10. If threat is received by telephone, person receiving the call attempts to keep the caller on the telephone as long as possible and alerts someone else to contact **School Administrator and/or District Pupil Personnel Services/Police Department at (805) 922-4573 ext. 4301 or (805) 928-3781.**
11. The person receiving the call is to stay calm and speak calmly. Listen closely to voice of caller to determine caller's age, sex, accent, speech impediment etc. Listen for background noise such as payphone, school yard, busy traffic, railroad cars, PA systems etc.
12. **Person answering the bomb threat asks the following questions, records the answers, and then immediately notifies School Administrator:**
 - **When is the bomb going to explode?**
 - **Where is it?**
 - **What will cause it to explode?**
 - **What kind of bomb is it?**
 - **What's your name?**
 - **Why are you doing this?**
 - **What can we do for you to avoid this?**
 - **Can I call you back? Give me your number.**
13. Advise District Office of Pupil Personnel or Santa Maria Police of situation, if not done so already.
 - Office of Pupil Personnel (805) 922-4573 ext. 4301
 - SM Police Department (805) 928-3781
14. Depending on the seriousness of the threat, make a decision whether or not to evacuate.

15. With Administration, Police Officers and Security Teams and other appropriate staff conduct a search of the school. If a strange or suspicious object is discovered, it is **NOT** to be touched, handled or moved by searching personnel. Notify jurisdictional law enforcement agency of situation by “**calling 911.**”
16. Have appropriate staff contain area, keeping everyone away. Have other search teams continue to search until all areas of the campus and buildings have been completely searched (possibility of secondary device or object could have been planted). All Cell Phones should be turned off and not used.
17. After search, School Administrator determines appropriate Immediate Response Action(s), which may include **DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING OR OFF-SITE EVACUATION.**
18. When suspicious object or bomb is found, School Administrator issues **Evacuate Building** Action. Staff and students evacuate building using prescribed routes or alternate safe routes away from object to assembly/shelter site.
19. Teachers bring student roster and take attendance at assembly area to account for students. Teachers notify Student Care Team of missing students.
20. School activities are not resumed until affected area and school has been inspected and searched by proper authorities and determined to be safe. School Administrator will make an “**All Clear**” announcement.

EXPLOSION OR THREAT OF EXPLOSION

In the event of an explosion at the school or the threat of an explosion - such as those caused by leaking gas or a faulty boiler within the school building - the following will be accomplished:

A. EXPLOSION

Command “DROP” is given. *

If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action **LEAVE BUILDING:**

1. Sound the school fire alarm.
2. Move to an area of safety and maintain control of students.
3. Render first aid as necessary.
4. Call 911.
5. Fight incipient fires without endangering life.
6. Take roll.
7. Notify Principal, Assistant Superintendent, Superintendent, or other appropriate school official.
8. Notify utility companies of a break or suspected break.

9. The school principal will direct further action as required.
10. Student and staff should not return to the school until the School Administrator and the Fire Department officials declare the area safe.

B. THREAT OF EXPLOSION

1. Sound the school fire alarm. This will automatically implement Action **LEAVE BUILDING**.
2. Following procedures 4, 5, 6, 7, 9, 11, 12, and 13 under “Explosion” above.

Teachers should instruct students to react in the same manner on their own to this type of catastrophe in case it occurs when the teacher is temporarily not present.

ANIMAL DISTURBANCE

Procedure implemented when presence of a vicious animal or any wild animal threatens safety of students and staff.

Procedure

1. School Administrator initiates appropriate Immediate Response Actions, which may include **Lock Down or Evacuate Building**.
2. Staff members attempt to isolate animal from students and staff, if it is safe to do so. If animal is outside, students are kept inside. If animal is inside, students remain outside away from animal. Isolate animal if possible.
3. For outside assistance, School Administrator is to **call #5000 and then 911**. If the situation is not life threatening, you can call the following appropriate number:

Santa Maria Animal Control (805) 934-6119
4. If staff member or student is injured, School/District Nurse, District Office and parent is notified.
5. School Administrator initiates **Off-Site Evacuation** if warranted.

NUCLEAR EMERGENCY

Emergencies of this type can be placed into three categories based on how much preparation time is available:

Strategic Warning of Nuclear Accident

If the government becomes aware that enemy-initiated hostilities may be imminent, and this information is disseminated by the news media, the District Office has some time to prepare.

District Office:

- Upon notification from the LAW ENFORCEMENT, notify and give direction to all sites.

Site Administration:

- Initiate Incident Command System
- Upon direction of the LAW ENFORCEMENT, initiate Action Go Home.
- After all students have vacated the site, dismiss staff and close the building.

Staff:

- Perform duties listed under Action Go Home.

Attack Warning

If the federal government becomes aware of the possibility of hostile forces initiating a nuclear attack against the United States, government officials will notify the various county offices of emergency services throughout the country. The County Office of Emergency Services will contact the Superintendent's office of the local Santa Maria High School district, giving them as many details and particulars of the impending attack as they have available. The Superintendent's office will then notify the individual Santa Maria High Schools in the district. Action(s) taken by the Santa Maria High Schools will be determined by the amount of time available prior to the onset of the expected attack.

District Office:

- Upon notification from the LAW ENFORCEMENT, notify and give direction to all sites.

Site Administration:

- Initiate the Incident Command System
- Turn on battery-operated radio to Emergency Alert System and await further instructions.
- Apprise the staff of the situation as soon as possible.
- Initiate other actions as necessary based on the information received.

Staff:

- Immediately initiate Action Duck, Cover and Hold.
- Render first aid as necessary.

BIOLOGICAL OR CHEMICAL RELEASE

A biological or Chemical Release involves discharge of a biological or chemical substance in a solid, liquid or gaseous state. The release of radioactive materials may happen. Common chemical threats within or adjacent to schools include discharge of acid in a school laboratory, overturned truck of hazardous materials in proximity of the school, or a nearby explosion at oil refinery, chemical plant or railroad yard. Indicators suggesting the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include an unusual odor or the presence of distressed animals or dead birds.

Scenario 1- Substance Released Inside a Room or Building

Procedure

21. School Administrator initiates Evacuate Building. Staff uses designated routes or other alternative safe routes to assigned assembly/shelter site, located upwind of affected room or building.
2. School Administrator **call 911**, providing exact location and nature of emergency.
3. School Administrator notifies District of situation.

Important Santa Maria Joint Union High School District Numbers to contact as needed:

Superintendent (805) 922-4573 ext. 4201
Business Services (805) 922-4573 ext. 4401
Office of Pupil Personnel (805) 922-4573 ext. 4301
Police Department (805) 928-3781
Support Services (805) 922-4573 ext. 4211
Public Information (805) 922-4573 ext. 4211
Transportation (805) 922-4573 ext. 4711
Maintenance and Operations (805) 922-1305 ext. 5275 or 5276
Nurses (805) 922-1305 ext. 5760
School Psychologist (805) 922-1305 ext. 5705 or 5754

4. Access to potentially contaminated areas is restricted.
5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "topically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread

airborne releases). Affected individuals remain isolated until cleared for by release by Santa Barbara County HazMat Interagency Team or Santa Barbara County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment.

7. Student Care Team provides a list of all people in affected room or contaminated area, specifying those who may have had actual contact with substance.
8. Any affected areas will not be reopened until Kern County HazMat Interagency Team or appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 2- Substance Released Outdoors and Localized

Procedure

1. School Administrator determines appropriate immediate Response Action, which may include Shelter-In-Place or Evacuate Building while directing staff to remove students from affected areas to area upwind from the release.
2. Site Security Team establishes safe perimeter around affected area and ensures personnel do not reenter area.
3. School Administrator calls "911," providing exact location and nature of emergency.
4. School Administrator notifies District of situation.

A District Representative shall immediately notify the State Office of Emergency Services, (800) 852-7550 and advise of the situation.

5. Site Security Teams turns off local fans in area of release, closes windows and doors and shuts down the building's air system, if this can be done without exposure to released substance.
6. Persons who have come into direct contact with hazardous substances move to an area with fresh, clean air and wash with soap and water. Immediately remove and contain contaminated clothing. Do not use bleach or other disinfectants on potentially exposed skin. Individuals who have been contaminated "tropically" by a liquid are segregated from unaffected individuals (isolation does not apply to widespread airborne releases). Affected individuals remain isolated until cleared for by release by Santa Barbara County Health Department. A member of Medical Team assesses need for medical attention, but should not come in contact with exposed persons unless fully protected with personal protective equipment
7. Student Care Team provides list of all people in areas of contamination, especially those who may have had actual contact with substance.
8. Any affected areas will not be reopened until appropriate agency provides clearance and School Administrator gives authorization to do so.

Scenario 3: Substance Released In Surrounding Community

Procedure

1. School Administrator or local authorities determine potentially toxic substance has been released into the atmosphere. School Administrator initiates Shelter-In-Place.
2. Upon receiving Shelter-In-Place, notification, Site Security Team turns off local fans in area; closes and locks doors and windows; shuts down all building's air conditioning systems; seals gaps under doors and windows with wet towels and/or duct tape; seals vents with aluminum foil or plastic wrap, and turns off sources of ignition, such as pilot lights.
3. Staff and students located outdoors are directed to proceed immediately to nearby classrooms or buildings. Teachers communicate their locations to School administrator, using the PA system or other means without leaving the building.
4. School Administrator "calls 911", providing exact location and nature of emergency.
5. School Administration notifies District Office of situation.
6. School remains in Shelter-In-Place until County of Santa Barbara HazMat Team or appropriate agency provides clearance, or staff is otherwise notified by School Administrator.

SUSPECTED CONTAMINATION OF FOOD OR WATER

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

Procedure

1. School Administrator and, Cafeteria Supervisor or Plant Supervisor isolates suspected contaminated food/water to prevent consumption and restricts access.
2. School Administrator calls 911 and/or SMJUHSD Office of Pupil Personnel/Police Department at (805) 922-4573 ext. 4301 or (805) 928-3781.
3. Other Santa Maria Joint Union High School District, Santa Barbara County and State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate.
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.

MOTOR VEHICLE CRASH

- If an accident, such as a motor vehicle collision occurs on or near campus, or if a student or staff member is seriously injured on campus:
 - Call 911.
 - Contact school office to report incident and any persons injured or trapped.
- If no buildings are in endangered, instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff from building as appropriate. Maintain control of students and take roll and complete accountability report.
- If evacuated, wait for instructions from principal or designee.

VEHICLE FUEL SPILL

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

- Shut off the emergency switch
- Avoid skin contact
- Isolate the spill from people and vehicles by blocking all points of entry
- Stop and evaluate any hazards
- Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- Identify the source, estimated quantity spilled, and stop further release(s) - IF IT CAN BE DONE SAFELY
- Take care of any injured
- Notify the District Office.
- If the spill is unmanageable, contact the Fire Department by calling 9-1-1
- If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:
 - Date, time, and exact location of the release

- Name and telephone number of persons reporting the release
- The type of fuel spilled and the estimated quantity
- Description of potential hazards presented by the fuel spill
- Document the time and date notification was made and the information provided
- A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

FALLEN AIRCRAFT

Address situations involving and Aircraft Crash on or in proximity to school property.

Procedure

1. Call #5000 and then call 911. School Administrator initiates appropriate immediate Response Action.
2. If school Administrator issues Evacuate Building action, staff and students evacuate buildings by prescribed routes or other safe routes to assembly/shelter area.
3. Teachers bring their student roster and take attendance at assembly/shelter site to account for students. Student Care Team notified of any missing students.
4. School Administrator calls District.

Important Santa Maria Joint Union High School District Numbers to contact as needed:

Superintendent (805) 922-4573 ext. 4201
Business Services (805) 922-4573 ext. 4401
Office of Pupil Personnel (805) 922-4573 ext. 4301
Police Department (805) 928-3781
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Maintenance and Operations (805) 922-1305 ext. 5275 or 5276
Nurses (805) 922-1305 ext. 5760
School Psychologist (805) 922-1305 ext. 5705 or 5754

5. If on school property, Site Security secures crash area to prevent unauthorized access. For fuel or chemical spill on school property or utility interruption see appropriate section of Emergency Response Guide.
6. School Administrator directs Site Security Team to organize fire suppression activities until Fire Department arrives.
7. Medical Team checks injuries and provides appropriate first aid.
8. Any affected areas closed until appropriate public safety and hazardous materials agency provide clearance and School Administrator issues authorization to do so.
9. If it is unsafe to remain on campus, School Administrator initiates Off-Site Evacuation.

EMERGENCY EVACUATION ROUTES AND PROCEDURES

In an Emergency Building Evacuation all employees will:

- Upon emergency alert, secure work area and depart/report to assigned area.
- Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

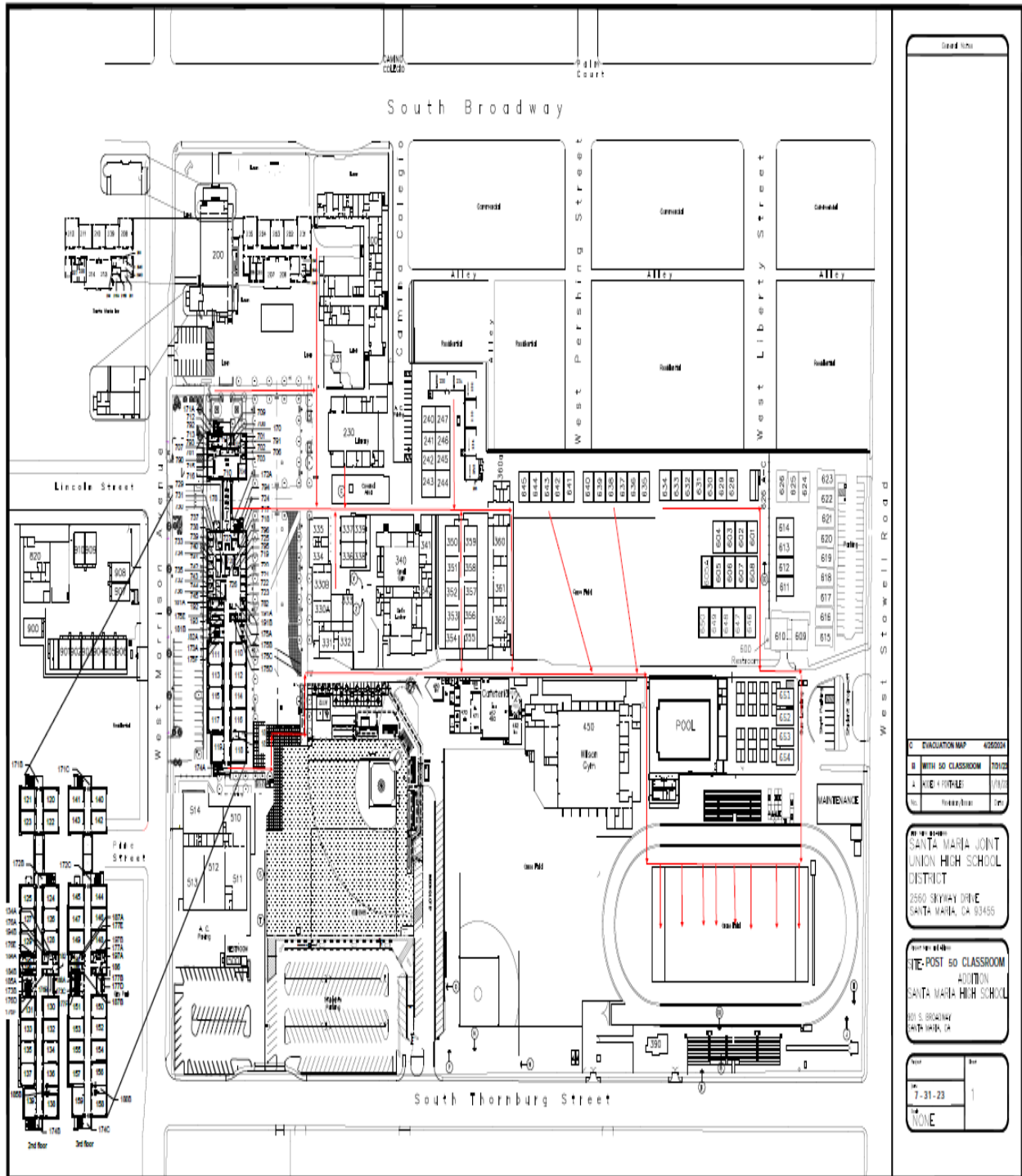
- Upon alert, assemble students for evacuation using designated routes and account for all students.
- Secure room.
- If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- Upon arrival at the assembly area, account for all students.
-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

Emergency Campus Evacuation

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

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

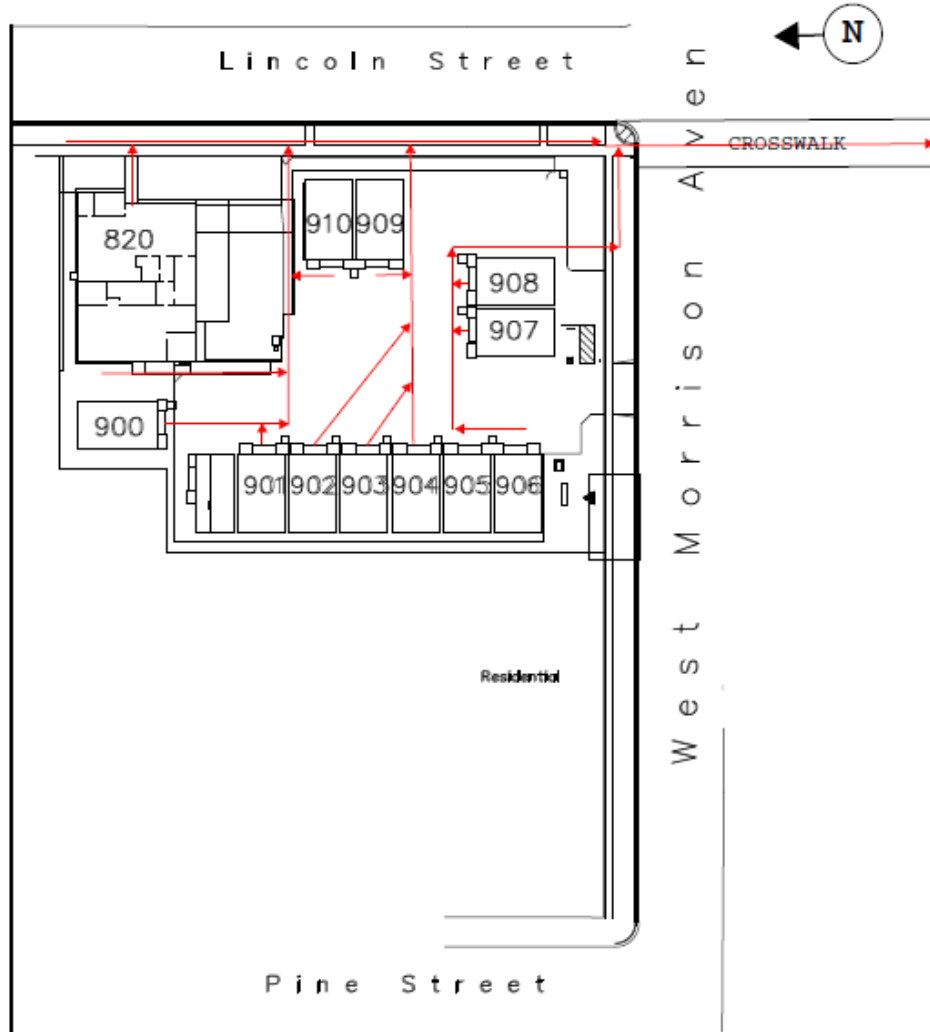
Evacuation Map – Santa Maria High School



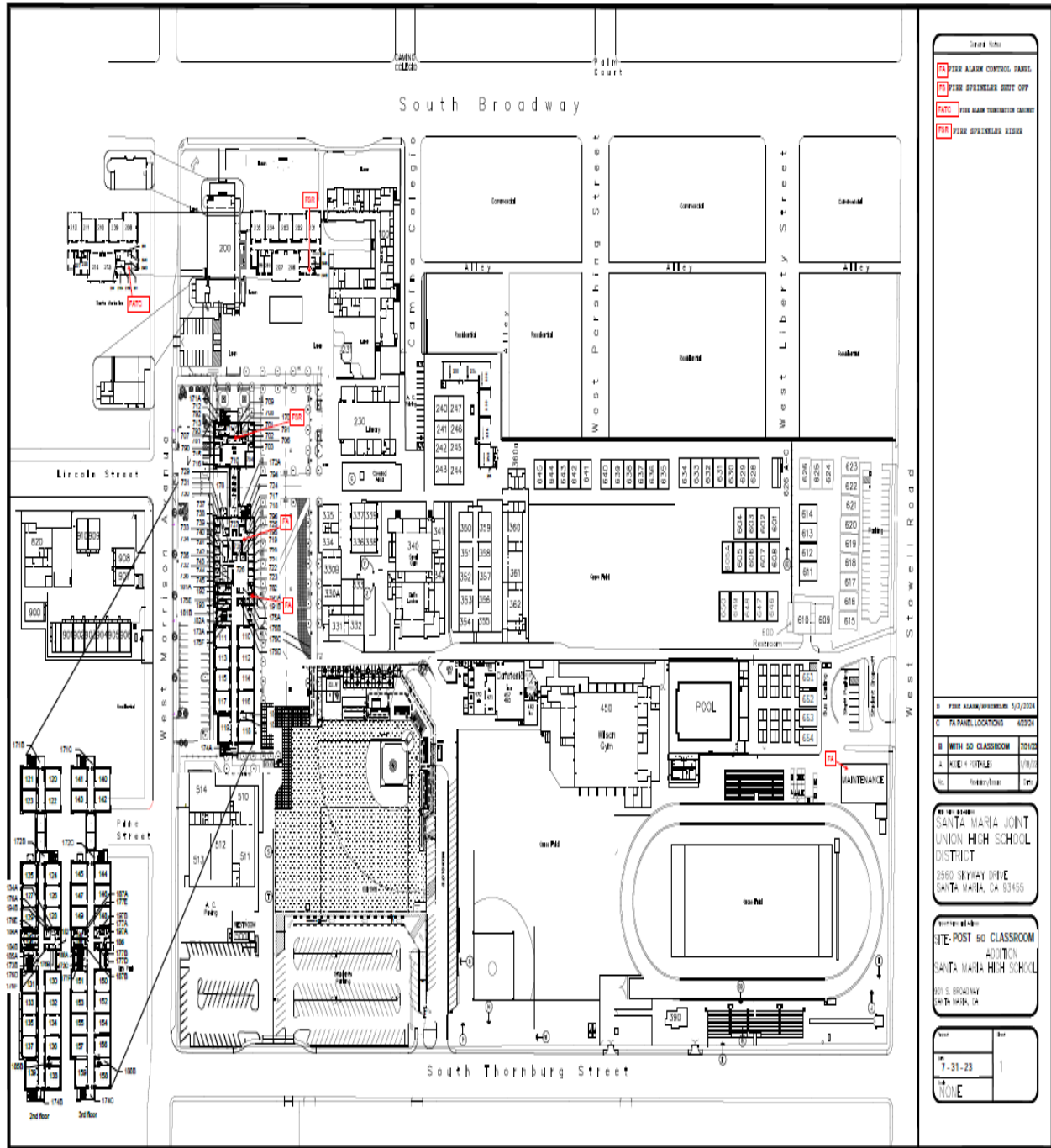
Grand Entry	
C EVACUATION MAP 4/25/2024	
B WITH 50 CLASSROOM	TRAIL
A ATE + FUTURE	PLU
NO	NO
BY: [Signature] SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2560 SHAWAY DRIVE SANTA MARIA, CA 93455	
APPROVED BY: VTE-POST 50 CLASSROOM ADDITION SANTA MARIA HIGH SCHOOL 85 S BROADWAY SANTA MARIA, CA	
DATE	REV
7-31-23	1
BY	NONE

LINCOLN CENTER EMERGENCY EVACUATION PLAN

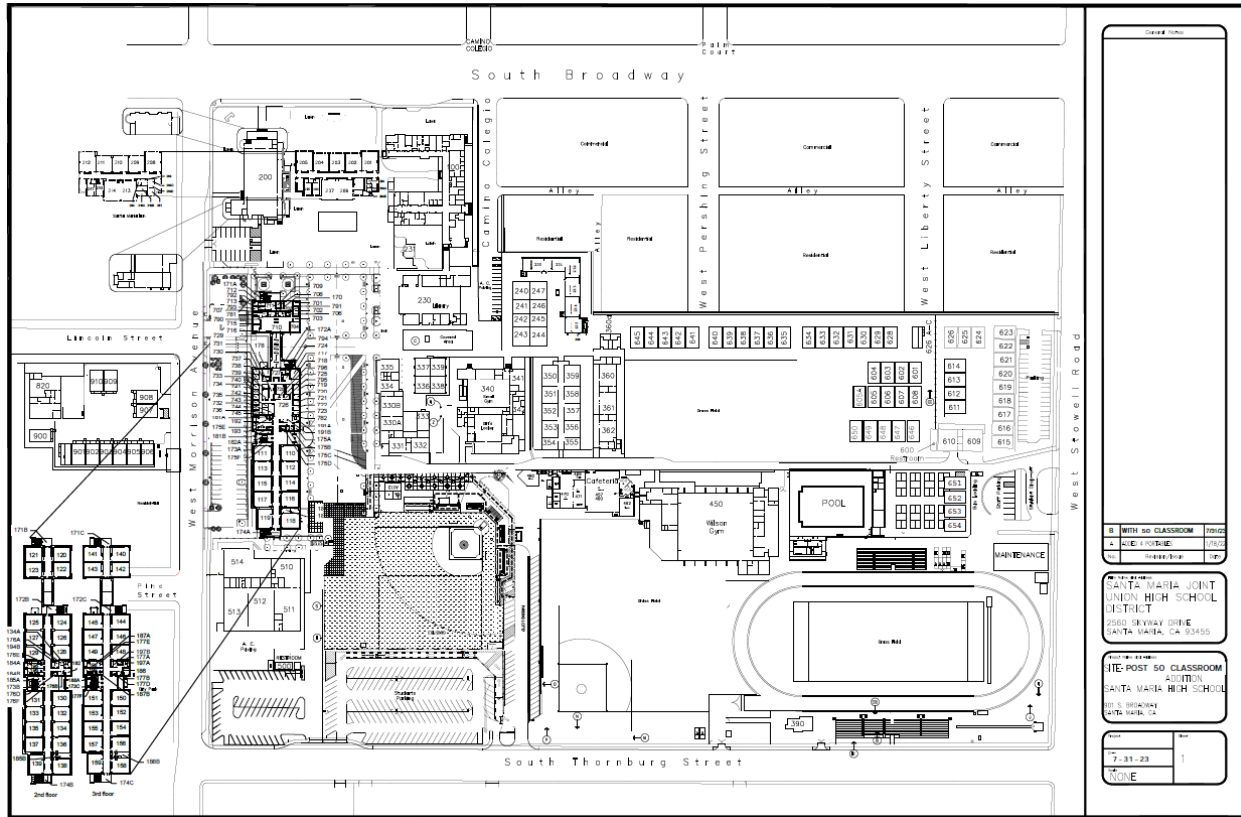
REV 2024 04 26



Fire Alarm Location Map

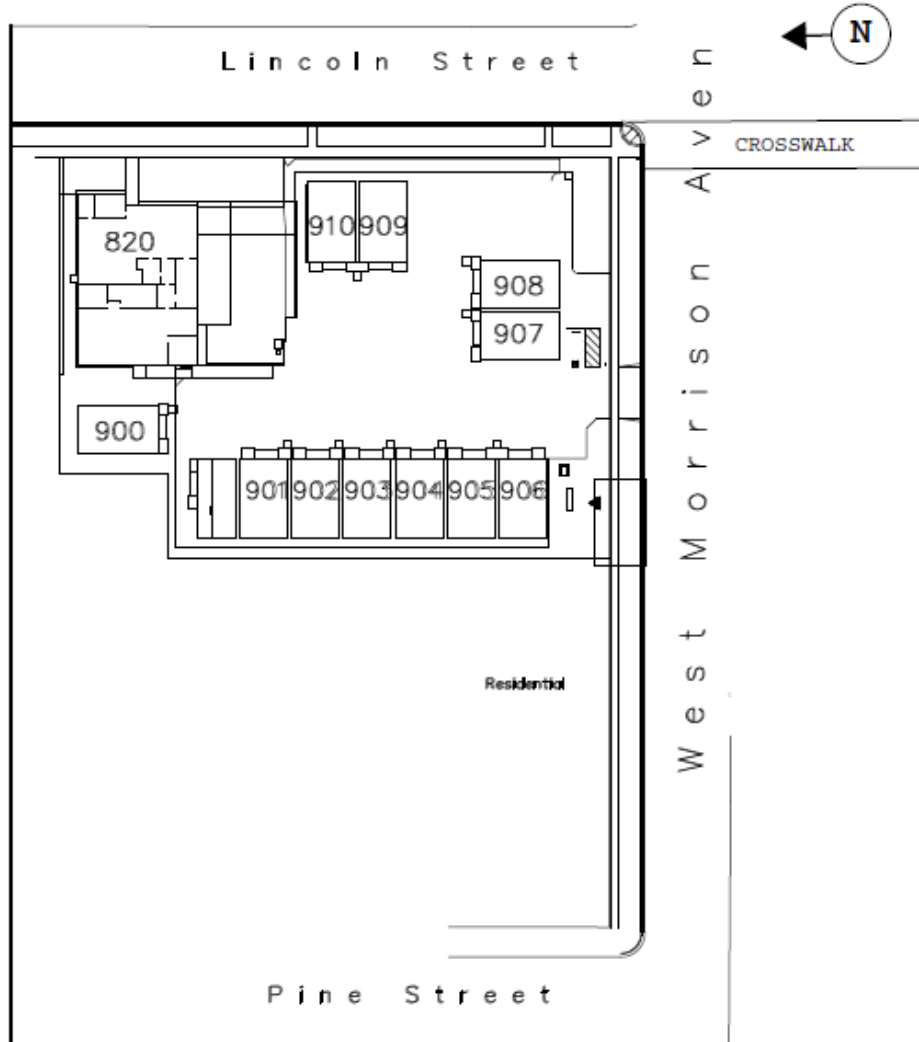


School Map



LINCOLN CENTER

REV 2024 05 03



8. STANDARD RESPONSE PROTOCOLS (SRP)



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

Hold

"In Your Classroom or Area"

- Students** are trained to:
- Clear the hallways and remain in their area or room until the "All Clear" is announced
 - Do business as usual
- Adults and staff** are trained to:
- Close and lock the door
 - Account for students and adults
 - Do business as usual



SECURE

"Get Inside. Lock outside doors"

- Students** are trained to:
- Return to inside of building
 - Do business as usual
- Adults and staff** are trained to:
- Bring everyone indoors
 - Lock the outside doors
 - Increase situational awareness
 - Account for students and adults
 - Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

- Students** are trained to:
- Move away from sight
 - Maintain silence
 - Do not open the door
- Adults and staff** are trained to:
- Recover students from hallway if possible
 - Lock the classroom door
 - Turn out the lights
 - Move away from sight
 - Maintain silence
 - Do not open the door
 - Prepare to evade or defend



EVACUATE

"To a Location"

- Students** are trained to:
- Leave stuff behind if required to
 - If possible, bring their phone
 - Follow instructions
- Adults and staff** are trained to:
- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
 - Lead students to Evacuation location
 - Account for students and adults
 - Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

- Hazards** might include:
- Tornado
 - Hazmat
 - Earthquake
 - Tsunami
- Safety Strategies** might include:
- Evacuate to shelter area
 - Seal the room
 - Drop, cover and hold
 - Get to high ground
- Students** are trained in:
- Appropriate Hazards and Safety Strategies
- Adults and staff** are trained in:
- Appropriate Hazards and Safety Strategies
 - Accounting for students and adults
 - Report injuries or problems using Red Card/Green Card method.



IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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IN AN EMERGENCY TAKE ACTION



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!



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