

Santa Barbara Junior High
Santa Barbara Unified School District
721 E. Cota St Santa Barbara,
CA 93103
(805) 963-7751
<https://sbjh.sbunified.org/>

Comprehensive School Safety & Wellness Plan

SCHOOL YEAR 2026-27

“Campus safety and wellness, and emergency preparedness are not passive activities.”

Plan adopted by School Site Council: 3/10/26

Plan approved by Santa Barbara Unified School District on 3/10/2026

This document is available for public inspection at Santa Barbara Junior High and on our website at sbjh.unified.org

District Mission Statement

The mission of the Santa Barbara Unified School District is to prepare students for a world that is yet to be created.

Table of Contents

Assessment of the Current Status of School Climate	3
Child Abuse Reporting Procedures	5
Suspension and Expulsion Procedures	5
Procedures for Teachers Notification	6
Sexual Harassment Policy	6
School-wide Dress Code	6
Procedures for Safe Ingress and Egress from School	6
Safety Plan Goals for 2026-2027	7
Component 1: Physical Environment of the School	7
Component 2: Environment Supporting Mental Wellness	8
Component 3: Social Environment of the School	8
Component 4: Healthy, Positive Staff-Student Relationships	8
Rules and Procedures on School Discipline	8
Procedures Adopted Under the Safe and Drug-Free Schools Act	8
Discrimination and Harassment Policy and Procedures	8
Bullying Prevention Policies and Procedures	9
	10
Introduction:	11
Purpose:	11
Scope:	11
Access and Functional Needs:	11
Points of Contact:	12
Site/Evacuation Map:	13
Emergency Operations Plan:	14
Access and Functional Needs:	14
Standard Response Protocol:	16
Active Shooter Response	16
Fire Emergency Action Plan	18
Earthquake	19
Checklists:	20
Active Shooter:	20
Allergic reaction	20
Bioterrorism	21
Bomb Threat / Suspicious Package	21
Dangerous Animal	22
Death of a Student	23
Earthquake	23
Evacuate (SRP)	24

Fire	24
Hazardous Materials	24
Heat Illness	25
Kidnapping	26
Lockdown (SRP)	26
Lockout (SRP)	27
Missing Student	27
Natural Disaster	28
Police Activity	28
Out of Control Person	29
Power Outage	29
Serious Injury or Illness	30
Shelter (SRP)	30
Suicide Committed	30
Suspicious Person or Activity	31
Tsunami	31
Weapons Reported on Campus	31
Protocol for Responding to Student's Opioid Overdose	32
Dangerous, Violent or Unlawful Activity	34
Accommodations for Students with Varied Abilities	34
Appendix A: School Emergency Evacuation Planning Checklist	44
Appendix B: Covid Protocol (Revised January 16, 2024)	45
Appendix C: Injury and Illness Prevention Program	46
Appendix D: Recognize, Respond, Report	52

Assessment of the Current Status of School Climate

Data sources provided by:

- Panorama and staff climate survey
- Student referrals, assertive discipline, suspensions and expulsions in SB Unified Aeries SSRS

There were 3 students recommended for expulsions during the 2024-2025 school year: There were 3 students expelled during the 2024-2025 school year:

The expulsion rate was $3/512 = .005\%$ for the 2024-2025 school year

During the 2024-2025 school year, we had 68/512 total suspensions. We had a suspension rate of 13.2%.

1. 2024-25 school year: 68 total suspensions

- EML:
- Hispanic/Latino: $55/68 = 80.8\%$
- Black/AA: 0
- SED: $62/68 = 0.912$ 91.2%
- SPED: $33/68 = 0.485$ 48.5%
- White: $8/68 = 0.118$ 11.8%

2. 2025-2026 Semester 1 until 2/20/26: 129 total suspensions

- EML:
- Hispanic/Latino: $106/129 = 0.822$ 82.2%
- Black/AA: 0
- SED: $120/129 = 0.93$ 93%
- SPED: $62/129 = 0.481$ 48%
- White: $15/129 = 0.116$ 11.6%

Chronic Absenteeism Rate (students who are absent from school, **excused or unexcused**, for 10% or more of the school year)

1. 2024-25 :

- EML: 23.8%
- Hispanic/Latino: 27.7%
- Black/AA:
- SED: 30%
- SPED: 36.2%
- White: 31.9%

Panorama 2024-25 Fall Semester:

- 1. School Engagement and Supports**
 - Supportive Relationships: 47%
 - Caring adult relationships: 78%
 - Academic motivation: 42%
- 2. School Safety**
 - School perceived as very safe or safe: 54%
 - Experienced any harassment or bullying: 28%
 - Seen a weapon on campus: 10%
- 3. Adult and Peer Relationships**
 - Adult supports: 88%
 - Peer supports: 49%
 - Cyberbullying: 40%
- 4. Social and Emotional Health**
 - Experience chronic sadness/hopelessness: 49%
 - Optimism: 51%

Panorama 2024-2025 Spring Semester:

- 5. School Engagement and Supports**
 - Supportive Relationships: 86%
 - Self-Management: 62%
 - Rigorous Expectations: 60%
- 6. School Safety**
 - School perceived as very safe or safe: 57%
 - Experienced any disrespect at school: 25%
- 7. Adult and Peer Relationships**
 - How respectful are teachers towards you: 78%
 - How much do you feel you belong: 52%
- 8. Social and Emotional Health**
 - Can control your emotions when you need to: 52%
 - When things go wrong, you can remain calm: 43%

Panorama 2025-2026 Fall Semester:

- 9. School Engagement and Supports**
 - Supportive Relationships: 85%
 - Self-Management: 77%
 - Rigorous Expectations: 60%
- 10. School Safety**
 - School perceived as very safe or safe: 63%

- Experienced any disrespect at school: 31%

11. Adult and Peer Relationships

- How respectful are teachers towards you: 54%
- How much do you feel you belong: 52%

12. Social and Emotional Health

- Can control your emotions when you need to: 62%
- When things go wrong, you can remain calm: 47%

Child Abuse Reporting Procedures

1. Initial Telephone Report

- Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Child Welfare Services
234 Camino del Remedio
Santa Barbara, CA 93110-1369
1-800-367-0166

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

- Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

For more specific details, refer to Santa Barbara Unified School District Board Policy [5141.4](#) and Administrative Regulation [5141.4](#)

Suspension and Expulsion Procedures

For specific details, refer to Santa Barbara Unified School District Board Policies [5144](#) and [5144.1](#), and Administrative Regulations [5144](#), [5144.1](#), and [5144.2](#).

Procedures for Teachers Notification

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of student who have engaged in any 48900 violation, except for subdivision (h) or Sections 48900.2, 48900.3, 48900.4 or 48900.7; and specific felony and misdemeanors noticed by the courts, the SBUSD has incorporated this notification into the existing "Attendance Reporting Screen". On the daily attendance report, when a student has engaged or reasonably suspected to have engaged in the above violations, it will be indicated on the attendance screen. The administrator who determined the Education Code violation will notify that student's current teacher(s) of the specific violation, as provided by law. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure this information so students and others may not view it.

Pursuant to Welfare and Institutions Code 827(b) and Educations Code 48267, the Court notifies the Superintendent of the Santa Barbara Unified School District regarding who has engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal shall expeditiously disseminate the information to those teachers, counselors and administrators supervising or reporting on the behavior or progress of the student, whom the principal believes needs the information to work with the student in an appropriate fashion to avoid being needlessly vulnerable or to protect other persons from needless vulnerability. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

Sexual Harassment Policy

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer without delay. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

For specific details, refer to Santa Barbara Unified School District Board Policy [5145.7](#) and Administrative Regulation [5145.7](#)

School-wide Dress Code

For specific details, refer to Santa Barbara Unified School District Board Policy [5132](#), Administrative Regulation [5132](#) and Dress and Grooming Exhibit [5132](#).

Procedures for Safe Ingress and Egress from School

For specific details, refer to Santa Barbara Unified School District Board Policy [1250](#) and Administrative Regulation [1250](#)

For specific school hours, refer to the Santa Barbara Junior High School student bell schedule which can

be found at <https://sbjh.sbunified.org/>

Arriving to and departing from Campus:

Bus transportation: Bus transportation to and from school is provided by the Metropolitan Transit District of Santa Barbara. Bus schedules are available at www.sbmttd.gov. Questions regarding schedules should be directed to the MTD. MTD Bus Passes are sold in the main office on Monday and Wednesday after school and at the bus terminal.

Bicycles: *Helmets must be worn by all students who ride bikes.* Bicycles must be locked in the bike rack located near the front of the school. Students should keep the model and serial number of their bicycle recorded at home for use in identification. The school is NOT responsible for thefts of bicycles; therefore, reports to the police should be initiated by parents. Students may not ride bicycles on campus during the day or take them from class to class.

Prohibited: Skateboards, scooters, and inline/roller skates are not allowed on school grounds and are not to be ridden anywhere on perimeter sidewalks. AR [5142](#). There is a skateboard rack near the front of the school where the bike rack is located for safekeeping during the day.

Early Release of Students: *Photo ID is required for any adult picking up a student early from school.*

Students shall be released during the school day only to the custody of an adult, with a photo ID if:

1. The adult is the student's custodial parent/guardian. ([BP 5021](#))
2. The adult has been authorized on the student's emergency card as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the principal or designee verifies the adult's identity. (BP 3516)
3. The adult is an authorized law enforcement officer acting in accordance with law ([BP 5141.4](#))([BP 5145.11](#))
4. The adult is taking the student to emergency care at the request of the principal or designee. ([BP 5141](#))

Visitors: All visitors to campus must check in at the Main Office and show valid picture ID. While in the Main Office, visitors sign in, get a visitor pass for use while on campus, and sign out before they leave.

Procedures to Ensure a Physically, Mentally, Emotionally and Socially Safe Learning Environment.

Safety Plan Goals for 2026-2027

Component 1: Physical Environment of the School

- Objective 1: SBJH will maintain a physical environment that communicates respect for learning, for individuals, and safety.
 - Related Activities:

- Provide Standard Response Protocol (SRP) posters to all classrooms and offices on site
- Provide Resolution 2022-23-21, The Respectful Treatment of all Persons to all classrooms and offices on site.
- Train all new staff members on the Crisis Go communication tool
- Conduct monthly emergency drills and complete evaluation to SBUSD Safety Coordinator
- Coordinate with District personnel to update Disaster Emergency Kits/Shed as well as classroom and office emergency bags
- Consistent use and training opportunities of PBIS school-wide expectations
- Students have access and received instruction on how to use anonymous reporting tools such as Safe to Speak Up and R3 apps
- Administration presentations for all students once in the first semester and again in the second semester to review schoolwide expectations and response to behavior protocols
- Interventions will be provided that address the students academic and social-emotional needs, as defined by assessment tools such as STAR, IXL and Panorama Survey, with SEL instruction being provided to all students during Learning Support time.
- Use of Minga to monitor student hallway traffic
- Staff will limit bathroom use to eliminate students being out of classrooms for the first and final ten minutes of learning time.
- Implementation of upstairs/downstairs passes
- Implementation of student task force/focus groups to gather information and concerns from a cross-section of students in order to improve student sense of safety and school connectivity and engagement
- Person(s) responsible for implementation: Dean of Student Engagement, Principal, Assistant Principal, Certificated and Classified staff
- Timeline for implementation: August 2026 - June 2027

Component 2: Environment Supporting Mental Wellness

- Objective: Students will receive support in reaching high academic and behavioral expectations via academic, counseling, and behavioral interventions and mental wellness support.
 - Related Activities:
 - Learner Intervention Team, led by the Dean, will create student support plans for students, pair students with mentors, and monitor progress for students identified based on academic, behavioral, and social-emotional indicators
 - SBJH counselors will provide 5 presentations, including SOS (Signs of Suicide) to students via classroom presentations based upon a core counseling curriculum. Students will be connected to support based on their identified needs.
 - Individual counselor check-ins: Based upon mid-quarter progress reports, counselors will meet with students currently receiving a D or F to review academic expectations and determine appropriate support as necessary.
 - Universal Access will be available for all students in the core classes of English, Social Studies, Science and Math
 - School site administration and counselors will collaborate with BCBA's and case managers to support student behaviors if and when appropriate
 - The "Nest" will hosted by a staff member and can be accessed by students who are displaying signs of distress and the need for social emotional support throughout the day
 - SBJH will continue to collaborate with community partners and offer learning opportunities as well as make referrals to community resources and supports based upon identified needs
 - Person(s) responsible for implementation: Dean of Student Engagement, Assistant Principal, Principal, Counselors, Certificated and Classified staff

- Timeline for implementation: August 2026 - June 2027

Component 3: Social Environment of the School

- Objective: Increase the frequency of positive and appropriate student behaviors and decrease the number of suspensions by 5% with specific targets for our Socioeconomically disadvantaged, Latino/a and Hispanic, and Special Education populations.
 - Related activities:
 - Refer and provide students with various alternative programs and resources to support, educate, and change behavior in lieu of traditional discipline consequences. Example parenting classes for families to support their students.
 - Continue utilizing community resources and supports, offer learning opportunities for students and parents on topics such as digital media, vaping, gang prevention, and parenting
 - Hold Requested Review IEP meetings for students
 - Special Education Case Managers provide frequent 1:1 check-ins with caseload students
 - Condor Connection: approx 12 students assigned to each staff member (including classified) on campus for monthly check-ins, build positive relationships between students and staff, involve all of the campus community in relationship building.
 - Increased student support through AHA! councils that are targeted based upon identified needs determined by universal screeners such as Baseline
 - All staff will use the district RA suite to guide decisions on policy, programs, and practice to build relationships, respect, responsibility, repair, and reintegration with all students.
 - Person(s) responsible for implementation: School site administrators, Certificated and Classified school site staff
 - Timeline for implementation: August 2026 - June 2027

Component 4: Healthy, Positive Staff-Student Relationships

- Objective: SBJH will increase school engagement through decreased chronic absenteeism and truancy rates by 2%, and increase student self-rated levels of engagement and school connectivity by 10%.
 - Related activities:
 - Attendance team, under the direction of the Dean, will coordinate phone calls to families when a student is marked absent and family/student team meetings when a student has excessive trancies/chronic absenteeism
 - Administration will continue to monitor attendance and follow the SB Unified SARB Truancy process with fidelity.
 - Weekly collaboration with academic counselors, FSA therapists, and student support team
 - Hold Requested Review IEP meetings for students with problematic attendance
 - Continue to facilitate relationships with the District Attorney's office to provide support and training to parents whose students struggle with attendance. Mandatory parent attendance at ASM and TMT meetings.
 - Coordinate with community/family liaison to conduct home visits
 - Increase amount of staff-student relationship-building activities such as more consistent monthly staff versus student games, holiday grams, Family Friday's, and spirit days- offering at least one activity monthly
 - Offer parent webinars and in-person sessions to support families in understanding school systems and the value of education with interpretation services available to all families

- Person(s) responsible for implementation: School site administrators, counselors, certificated and classified staff
- Timeline for implementation: August 2026 - June 2027

Rules and Procedures on School Discipline

Santa Barbara Unified School District is committed to creating and sustaining safe and affirming learning environments that support the well-being of all students. Students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of appropriate response to student behavior based on clear expectations and developmentally appropriate interventions that move away from punitive approaches that infringe on instructional time. Behavior interventions and supports should ensure that students have the opportunity to continue to be engaged in their school community and to reflect upon and learn from their experiences. These guidelines have been developed to address disproportionate suspensions of African American, Latino students, and Students with Disabilities by helping school sites to identify appropriate alternative approaches to suspension and to build consistency in school site responses to similar types of behavior.

For more specific details, refer to Santa Barbara Unified School District Board Policy [5144](#), Administrative Regulation [5144](#), and [Exhibit 5144 Discipline Guidelines](#).

Procedures Adopted Under the Safe and Drug-Free Schools Act

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation [5137](#)

Discrimination and Harassment Policy and Procedures

The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the Uniform Complaint Procedures (UCP) compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the UCP compliance officer or principal, whether or not the alleged victim files a complaint. Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the UCP compliance officer or principal within a school day, whether or not the alleged victim files a complaint. Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

For more specific details, refer to Santa Barbara Unified School District Board Policy [5145.3](#) and Administrative Regulation [5145.3](#).

Bullying Prevention Policies and Procedures

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation [5131.2](#).

Protocols for for Student Safety and Responding to Immigration activity

If Students Are in Class: If there is a confirmed or credible report of immigration agents on or near campus, immediately implement a Hold protocol: Keep students in classrooms, secure doors, and continue regular instructional activities.

If Students Are Outside: If there is a confirmed or credible report of ICE agents on or near school campus during breaks or lunch, please use your bell and PA system to immediately direct students to their nearest classroom or indoor safe area and implement Hold.

Notify District Office: Please update Student and Family Services Assistant Superintendent and/or SBUSD Legal Counsel as soon as possible when students are safely inside.

Parents Notification: Parents will be notified of the immigration activity once Hold is in place and students safety is confirmed.

ICE Access to Campus: ICE agents may not enter campus unless they present a valid court order or warrant. They must present the court order or warrant to the District's General Counsel at the District Office.

SCRIPT FOR OFFICE STAFF

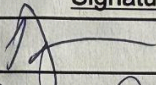
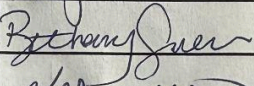
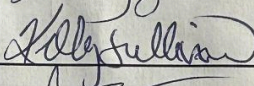
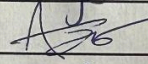
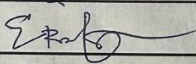
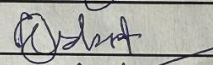
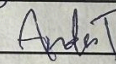
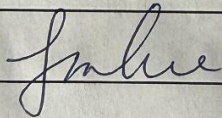
Warrant Verification Document instructs ICE to present the court order or warrant to the General Counsel at the District Office. This means that ICE must leave the campus. If they refuse to leave and cause a disruption, contact:

SBPD Dispatch (805)-897-2465 Sheriff's Office – Call 911

If they attempt to provide documentation to site staff at your campus, remind the agents that you are not authorized to accept it, and redirect them to the District Office. If they refuse to leave and cause a disruption, again contact SBPD and/or Sheriff's Office at the numbers above.

Required Signatures

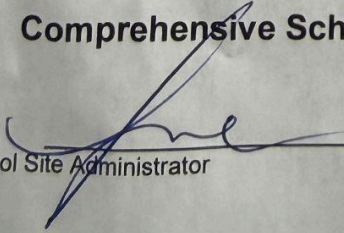
Site Council Committee Members Signatures

<u>Role</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Chairperson	Don Dupont		
Teacher	Bethany Guerrero		3/4/2020
Non-Classroom Staff	Kelly Sullivan		3/4/20
Parent	Adrienne Vasquez		3/4/20
Parent	Errika Garcia		3/4/20
Parent	Adrienne Stanc		3/4/20
Parent	Andromeda Torres		3/4/20
Teacher			
Non-Classroom Staff	Terri Cecchini		3/4/20
Student			
Teacher			
Student			
Student			

Comprehensive School Safety Plan Approval Signatures

School Site Administrator

Date

 3/4/20

Introduction:

Purpose:

The purpose of the School Site Emergency Operations Plan is to provide concise guidelines which can be accessed from the Emergency Notification System: CrisisGo. It is the intent of the Santa Barbara Unified School District to provide the most effective tools to assist each person in their ability to identify and respond to emergencies on their specific school site. The School Site Emergency Operations Plan is not intended to be a replacement for the District Comprehensive School Safety Plan, but will serve as a supplement thereto.

Scope:

Should there be a conflict or omission in this plan, the District Comprehensive School Safety Plan for your site will take precedence. Should you have any questions regarding this plan, you should also consult the District Comprehensive School Safety Plan. This plan does not include all aspects of the District Comprehensive School Safety Plan, and in the interest of brevity, many requirements are not in the plan, however, users of this plan are still required to meet all state and federal mandates located within the District Comprehensive School Safety Plan.

Access and Functional Needs:

The Santa Barbara Unified School District is committed to the safe evacuation and transportation of all students, staff and visitors, including those with access and functional needs. This population can be especially vulnerable during an emergency or crisis and includes, but is not limited to, staff, visitors and students with:

1. Limited English Proficiency
2. Blindness or visual disabilities
3. Cognitive or emotional disabilities
4. Mobility/physical disabilities (permanent or temporary), and/or
5. Have Medically fragile health conditions (including asthma and severe allergies).

All known students, and staff with access and functional needs should be listed on the AFN Registry, along with the assistance they will likely require.

Points of Contact:

Emergency Number: **9-1-1**

Principal: Dan Dupont

Contact Number: 963-7751 x4015

Assistant Principal: TBD

Contact Number: 963-7751 x4008

Dean of Student Engagement: Terri Cecchine

Contact Number: 963-775 x4007

School Staff Responsible for Emergency Operations: Terri Cecchine

Contact Number: 963-775 x4007

Office Manager: Monica Perales

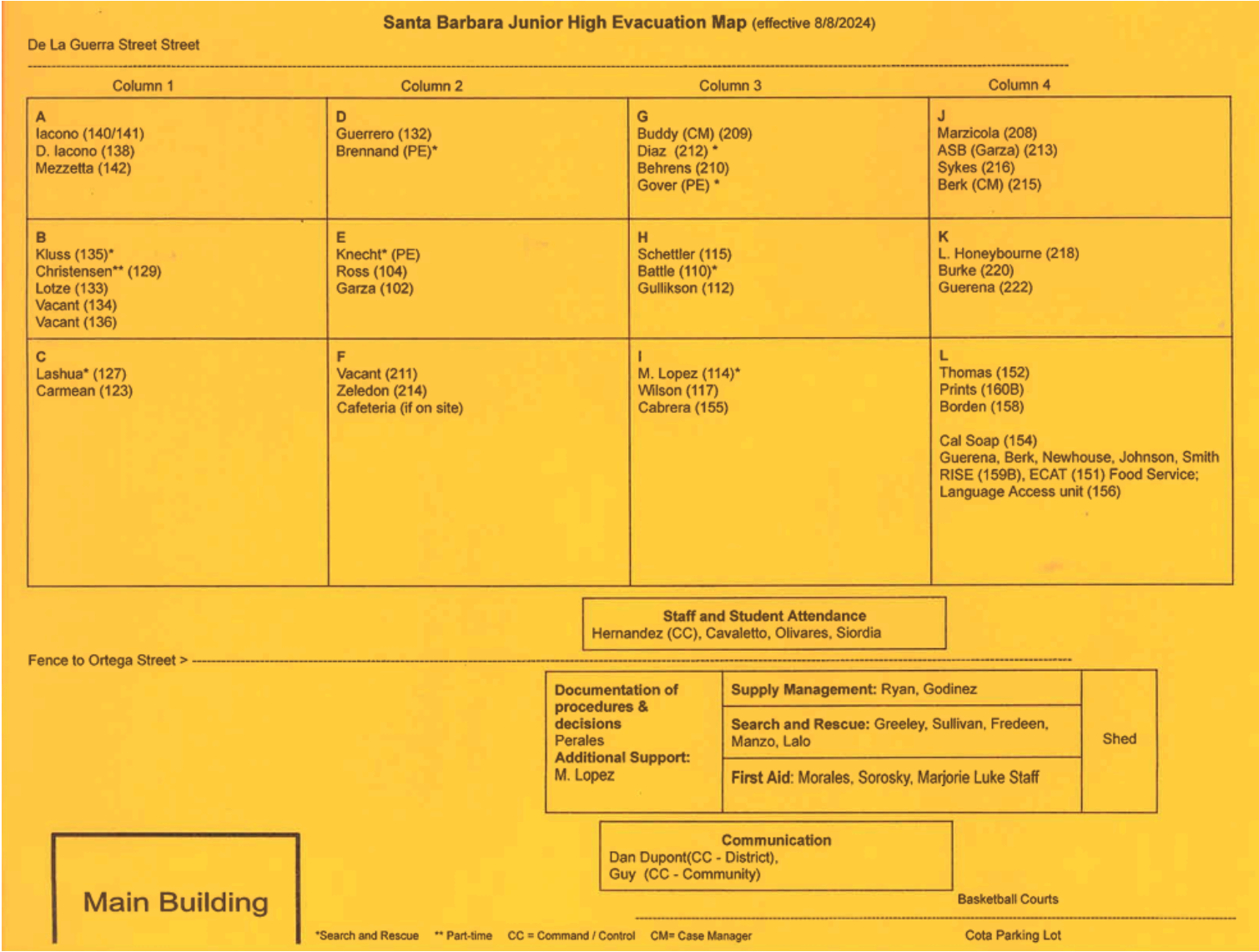
Contact Number: 963-7751 x 4016

On-site Facilities: Lupe Serrata

Contact Number: 963-7751 x4010

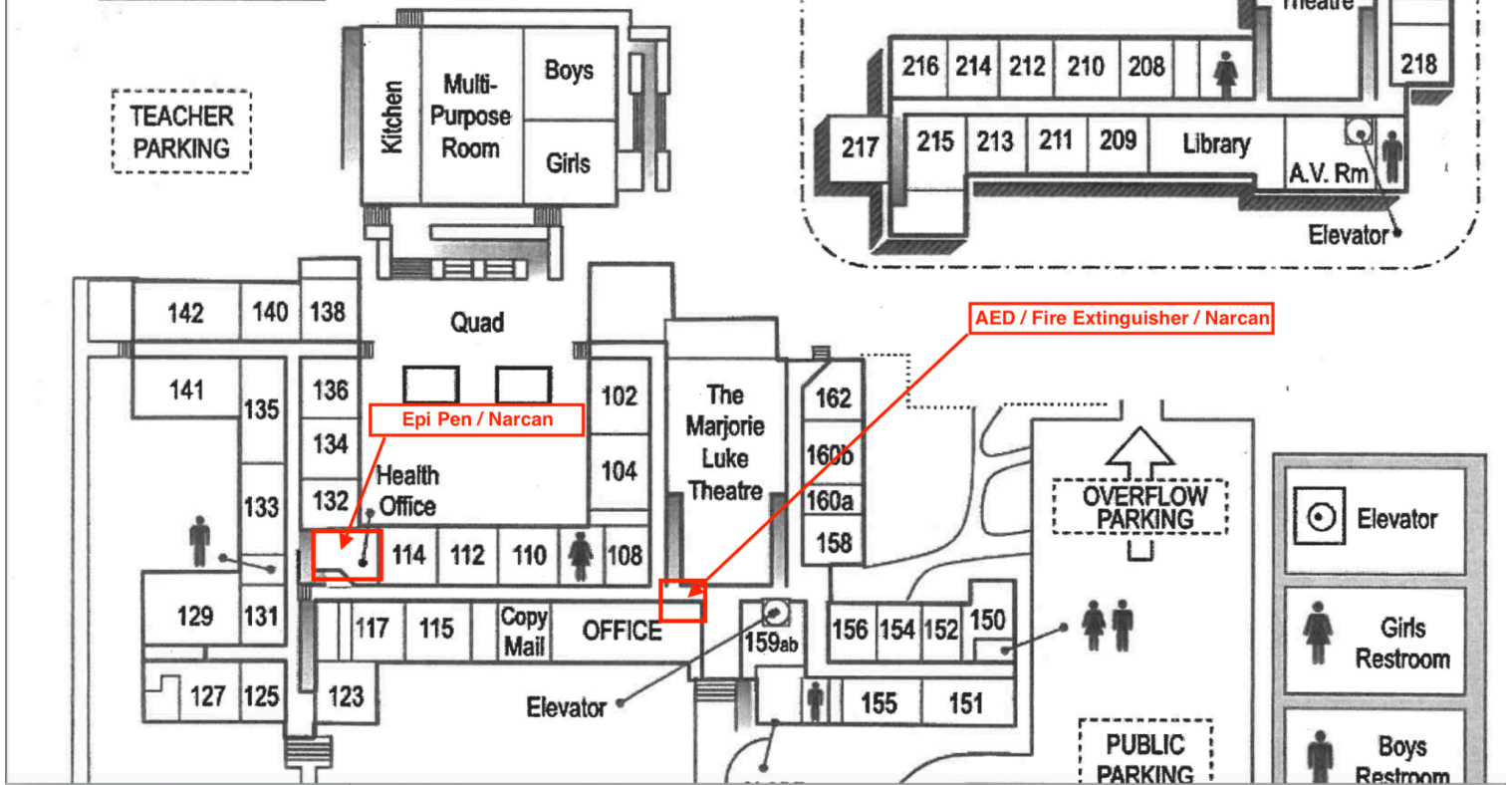
Campus Safety Assistants or Playground Supervisors: Jose Manzo, Gabe Cardenas (On Campus M-F 7:30-4:00)

Site/Evacuation Map:



santa barbara junior high school
721 EAST COTA STREET, SANTA BARBARA, CA 93103

← ORTEGA STREET →



Emergency Operations Plan:

When you first become aware of an emergency, you need to make an assessment of the situation you are faced with and take decisive actions to protect yourself and those you are responsible for around you. Remember, the quicker you call **9-1-1**, the sooner you will get the help you need.

- ☐ Assess your situation and take decisive action
- ☐ Notify those on campus using the CrisisGo app and initiate the appropriate SRP.
- ☐ Once you are in a position of safety, call **9-1-1**
- ☐ Give aid to those who need assistance: CPR, Stop-the-Bleed, wound packing.
- ☐ If you are required to evacuate, make sure you assist those with Access and Functional Needs.
- ☐ Prepare to respond to the ever changing conditions and situation of the emergency
- ☐ Maintain your situational awareness; what is going on around you. If you need information, get it. If you have information, give it.
- ☐ Communicate your situation and needs with emergency responders and school administration.
- ☐ Follow their instructions.

Access and Functional Needs:

Those with known access and functional needs will need additional assistance during an emergency. The best practice is to identify anyone who may need assistance as early as possible, even before the emergency occurs. During an emergency, many more people will meet the criteria for access and functional needs. Be prepared to address those needs as soon as possible and provide assistance. Under emergency conditions, many will experience emotions which prevent them from helping themselves. As a direct result of the emergency itself, many may become injured and unable to care for themselves, or will need additional assistance. We must take decisive action and get help for them as soon as possible. Please consider the following limitations people may experience during an emergency:

- ☐ Physical ability to remove themselves from the situation (can't evacuate by themselves or without assistance).
- ☐ Emotional ability to remove themselves without assistance and guidance
- ☐ Their mobility is limited; pre-existing or as a result of injuries incurred during the emergency
- ☐ Limited visual ability; pre-existing or as a result of injuries incurred during the emergency

- ☐ Limited hearing ability; pre-existing or as a result of injuries incurred during the emergency
- ☐ Developmental
- ☐ Psychological
- ☐ A change in condition as a result of the emergency: injuries, trapped, lost, etc.

*Note: People often suffer from multiple conditions which may need to be addressed.

Standard Response Protocol:

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

Active Shooter Response

WHEN AN ACTIVE SHOOTER IS IN YOUR AREA	WHEN LAW ENFORCEMENT ARRIVES
1. RUN (Avoid)	• Remain calm and follow instructions • Put down any items in your hands (i.e., bags/jackets) • Raise your hands and spread your fingers • Keep your hands visible at all times • Avoid quick movements towards officers such as holding onto them for safety • Avoid pointing, screaming, or yelling • Do not stop ask officers for help or directions when evacuating
1. Have an escape route and plan in mind 2. Leave your belongings behind 3. Keep your hands visible	
2. HIDE (Deny)	
1. Hide in an area out of the shooter's view 2. Block entry to your hiding place an lock the doors 3. Silence your cell phone and/or pagers	
3. FIGHT (Defend)	INFORMATION
• As a last resort and only when your life is imminent danger • Attempt to incapacitate the shooter • Act with physical aggression and throw items at the active shooter	YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 9-1-1 OPERATOR
	• Location of the active shooter • Number of shooters • Physical description of the shooter • Number and type of weapons held by the shooters • Number of potential victim at the location.

CALL 9-1-1 WHEN IT IS SAFE TO DO SO

Fire Emergency Action Plan



Activate the closest Fire Alarm Station



Call 9-1-1 if it is safe to do so



Leave the building or affected area by the nearest exit



Do not use the elevator,
USE THE STAIRS



Do Not Stop to collect personal belongings



Report to the closest Assembly Area



Do Not return to the building until Authorized to do so.



Follow the instructions at the Assembly Area

Earthquake

If Possible	 DROP!	 COVER!	 HOLD ON!
Look for those who may need assistance and help if you are able	USING CANE  DROP!	 COVER!	 HOLD ON!
	USING WALKER  LOCK!	 COVER!	 HOLD ON!
	USING WHEELCHAIR  LOCK!	 COVER!	 HOLD ON!

Immediately following an earthquake:

1. Assess your surroundings and your safety
2. Assist those around you who need help
3. After shaking stops, evacuate to a safe area
4. Follow the instructions you will receive from emergency responders

Checklists:

Active Shooter:

- Activate School emergency response plan: LOCKDOWN (Locks, lights, out of sight), EVACUATE (Avoid, Deny, Defend) using the CrisisGo App
- Contact 9-1-1 immediately
- Contact the school resource officer
- Secure the main office area
- IF possible and safe to do so, gather all information about the suspect(S) involved and relay information to 9-1-1
- Announce the alert on the PA system
- Notify the District Cabinet and the Superintendent
- Remain on 9-1-1 call to assist law enforcement deployments.
- Lock the doors if it can be done safely, turn off the lights, get out of sight, and remain silent
- Follow your training and maintain situational awareness
- When police arrived, direct them to the scene
- Initiate the ICS and delegate necessary roles
- Administrators should stay out of the view of the gunman if possible.
- Work with police officers as directed. Police will evacuate students area by area
- Work to maintain as much calm as possible
- After the gunmen are contained, account for all students and record the extent of injuries using a Roster Event in the CrisisGo app
- Send message with incident information to parents
- Follow up at the hospital with injured staff and students
- Initiate the Standard Reunification Method
- After crisis has ended, release the alert in the CrisisGo app
- Establish family and staff assistance center(s) as needed
- Conduct After Action Review

Allergic reaction

- Check for a medical alert tag
- Contact the school nurse immediately
- Call 9-1-1
- Notify the District Cabinet and the Superintendent
- Keep victim calm and in place
- Ask another staff or students to search for an EPI pen in backpack or on their person if prescribed
- If I obvious signs of anaphylaxis, administer victim's EpiPen immediately
- Contact parents/guardians, or designated family member
- Conduct an After Action Review

Bioterrorism

- Call 911. Explain what you are observing.
- Send an alert using the CrisisGo app: Evacuate, Shelter, etc
- Evacuate non contaminated students, teachers and staff after conferring with emergency responders
- Isolate any people who have come into contact with the substance
- Secure the building
- Established Unified Command with emergency responders
- Notify the District Cabinet and Superintendent
- Using ICS, delegate necessary roles
- In concert with District PIO develop an external communications plans for parents, staff, students and community.
- Ensure accountability of all students and teachers/staff, using the Roster Event in CrisisGo
- Develop release plan in consultation with emergency responders and health officials
- Isolate and direct students discovered in a hallway bathroom Wing Etc
- After the crisis has ended, release the alert in the CrisisGo app.
- Conduct an After Action Review

Bomb Threat / Suspicious Package

1. Call 911. Explain what you are observing
2. Send an alert using the CrisisGo app
3. Immediate considerations: time call was received; type of call received; when detonation is expected; location of the device; description or appearance of the device; immediate evacuation; who or what the target is: number of devices; possible damage if detonated (number of injuries, or other possible threats if detonated); complete bomb threat report
4. Initiate Standard Response Protocols; Evacuation, Shelter with safety strategy using the CrisisGo app
5. Secure the building and area where the device is located
6. Establish Unified Command with emergency responders
7. Notify the District Cabinet and Superintendent
8. Initiate the ICS and delegate roles as appropriate
9. In concert with District PIO develop a communications plan for parents, staff, students and community
10. Ensure accountability of all students, teachers and staff using the Roster Event in the CrisisGo app
11. Develop release plan in consultation with emergency responders using the Standard Reunification Method (SRM)
12. Isolate and redirect students discovered in hallways, bathrooms, wing, etc.
13. After crisis has ended, release the alert in the CrisisGo app
14. Discovery / detonation:
15. Announce IED and location and move clear

16. Conduct a "secondary device scan" : from the device, look outward 5 feet in all directions, then 25 ft in all directions, moving as far away as necessary to determine if there is a second or third device in the area
17. Contact and Rescue
18. Consider threat to life and alternate routes
19. Mark device and bypass it
20. Exposed victim Rescue
21. Direct victim movement explicitly
22. View area for secondary threats
23. Establish narrow cordon in and out of area
24. Provide Direct Care only
25. Evacuate to recommended standoff, isolate and barricade
26. From Radio safe distance (300 feet or standoff) report IED location, description, size: report action taken; request bomb-squad (EOD)
27. No victims threatened
28. View area for second device: reposition personnel to a safe standoff distance; report impact to assignment and priority; cordon off 360° device Killzone; control cordon security awaiting EOD.
29. Standoff distance
30. Pipe bomb 5 lb: 70 ft minimum, 1200 feet preferred
31. Suicide bomber 21 pounds: 110 ft minimum, 1700 feet preferred
32. Briefcase suitcase 50 lb: 150ft minimum, 1850 ft preferred
33. SUV/Van 1000-lb: 400 ft minimum, 2400 ft preferred
34. After crisis has ended, release the alert in the CrisisGo App
35. Consider establishing a student/staff support center
36. Conduct an After Action Review

Dangerous Animal

- Receive information and maintain situational awareness
- Send an alert using the CrisisGo app: Lockout, Lockdown, etc.
- Call 9-1-1 if you haven't been notified of the activity directly from them.
- Initiate Standard Response Protocols, Lockout: using CrisisGo app
- Bring students inside the building and secure exterior perimeter
- Usually, business can be conducted as usual
- Maintain situational awareness; Lockouts can lead to a Lockdown
- Ensure accountability of all students/staff using the Roster Event in the CrisisGo app
- Meet at command post and receive information regarding staff and students and the situation
- Notify District Cabinet and the Superintendent
- Make contact with emergency responders for instructions
- Once the event has ended, release the alert in the CrisisGo app
- Conduct an After Action Review

Death of a Student

- Call 911; Consider placing the school into a “Hold”
- Notify Assistant Superintendent of Student Services and Superintendent
- Protect the scene
- Convene school crisis team
- Ensure family of deceased is notified through pre-established methods.
- Alert counselors and nurses at schools where siblings are enrolled
- Hold a faculty meeting as soon as possible to communicate next steps to staff.
- Consider messaging requirements
- Permit students to leave school only with parental permission.
- Carefully track attendance
- Consult with police officials involved with the death investigation in case they need to identify Witnesses
- Assess instructional and support needs
- Call in substitute teachers as needed
- Keep time and procedures log of crisis response activities
- Make home visits to affected families with counselors or crisis team members
- Hold community support meetings if appropriate
- Work with the counseling coordinator to initiate grief counseling plan as determined by need and severity of the situation
- Conduct debriefing with school crisis team and staff members
- Conduct an After Action Review

Earthquake

- Initiate an alert using the CrisisGo app.
- At the first signs of an earthquake: Initiate the Drop/Cover/Hold on protocol; if in a vehicle, pull over and stop: if outdoors, stay there; do not get in a doorway: do not run outside
- Practice Drop/Cover/Hold on
- As soon as that shaking stops and when it is safe to do so, Evacuate to an area which is free from falling debris
- Assist those who need assistance in evacuating: special needs students, staff and visitors: those who are injured and have mobility challenges
- Call 911
- Initiate the ICS and establish a Command Post
- Account for students, staff and visitors using the CrisisGo Roster Event
- Establish a primary point of contact for emergency responders
- Initiate the crisis communications plan
- Notify District Cabinet and the Superintendent
- Contact the jurisdictional emergency operations centers for schools affected in their area; Santa Barbara City, City of Goleta, Santa Barbara County
- Conduct an After Action Review

Evacuate (SRP)

1. Issue an evacuation alert on the crisis Go app and consider calling 911
2. Announce the evacuation alert on the PA system: "Evacuate!" (inform everyone where you want them to go)
3. Notify the District Cabinet and Superintendent
4. When at the evacuation assembly area, account for all students and staff using the Roster Event using the CrisisGo app. or complete it manually
5. Initiate the ICS and delegate roles as necessary
6. Once the event has ended, release the alert in the CrisisGo app
7. Evacuations are called when there is a need to move students from one location to another. Every time there is a mass movement of students, you will need to account for all of the students and staff involved in the movement with another Roster Event in the CrisisGo app
8. Conduct an After Action Review

Fire

1. At the first signs of, or indications of a fire, call 9-1-1 and activate the fire alarm system.
2. Initiate the SRP evacuation in the CrisisGo app, if it is appropriate to do so.
3. Notify the District Cabinet and Superintendent
4. **Assess the situation:**
5. Location of fire, smoke, or smell; size of involved area actual and potential; apparent direction and rate of spread; weather conditions; type of building (what is the facility used for, what is it made of); ingress and egress routes for emergency responders, etc.
6. Identify the best location for emergency responders to respond; and identify potential hazards
7. Notify responders of injuries to staff or students
8. Notify emergency responders of the locations of staff and or students who have been injured and need assistance
9. Assist those who need assistance in evacuating: special needs, staff and visitors: injured; those who have mobility challenges; etc.
10. Establish a command post and initiate the ICS
11. Account for students, staff and visitors using a Roster Event in the CrisisGo app.
12. Establish a primary point of contact for emergency responders
13. When the event is over, release the alert in the CrisisGo app
14. Conduct an After Action Review

Hazardous Materials

- Call 9-1-1 and explain what you are observing
- Initiate a "Shelter" (SRP) and give a safety strategy
- Shelter: close doors, shut the windows, and if possible seal windows and doors with plastic and tape, and turn off the HVAC system
- Evacuating non contaminated students, teachers and staff after conferring with emergency responders
- Isolate any people who have come into contact with the substance
- Secure the building, or contaminated area

- Initiate the ICS, and establish a Unified Command with the emergency responders
- Contact the District Cabinet and the Superintendent
- Delegate staff roles as appropriate
- In concert with District PIO develop an internal and external Communications plan for parents, staff, students and community
- Ensure accountability of all students, teachers and staff using a Roster Event in the CrisisGo app
- In consultation with emergency responders and health officials, develop release plan for students and staff
- Isolate and redirect students discovered in a hallway, bathroom, wing, who have potential for exposure or contamination
- After the crisis has ended, release the alert in the CrisisGo app
- Conduct an After Action Review

Heat Illness

1. Call 9-1-1
2. Notify District Cabinet and Superintendent
3. Know how to recognize the three most common types of heat-related illness: heatstroke, heat exhaustion, and heat cramps.
4. Heat Strokes are the most severe and can be fatal
5. Symptoms include:
 - An elevated temperature to 105 degrees to 110 degrees Fahrenheit
 - Hot, red, and dry skin
 - A rapid, weak pulse.
 - Rapid, shallow breathing
6. First aid for heat stroke; (call 9-1-1)
 - Wrap damp sheets around the victim and start fanning them
 - Wrap cold packs in a cloth and place them on the victim's wrists and ankles, and in the armpits and on the neck
 - **Caution:** prolonged cold after temperature has been reduced may cause hypothermia
7. Victims of heat exhaustion will have normal temperature, but will have other symptoms:
 - Cool, moist, pale skin
 - Heavy sweating
 - Potentially rapid pulse
 - Headache, nausea or vomiting, and dizziness
8. Heat cramps are muscular pains and spasms that result from extreme exertion
 - Cramps most often attack the abdomen and legs
9. To avoid heat-related illnesses:
 - Wear lightweight, light-colored clothing
 - Drink plenty of water
 - Take regular breaks
 - Eat small meals
- Conduct an After Action Review

Kidnapping

1. Verify the student is missing
2. Call 9-1-1
3. Notify District Cabinet and Superintendent
4. Consider placing the school on a "HOLD", using the CrisisGo app, until the initial phase of the investigation has been completed
5. Follow school policy and procedures on confidentiality
6. Contact parents or guardians
7. Determine the presence of potential witnesses
8. Check the student file for any restraining orders or other background information
9. Compile information for authorities on the missing student; date of birth, student emergency contact information
10. Provide a picture and description of what the student was last seen wearing
11. Check video system for possible evidence of the event
12. Have student file and photo available for law enforcement
13. Make a note of appearance, vehicle type and color, registration plate number, and any other identifying information
14. Cooperate with police
15. Convene school crisis team and decide on response plan
16. Contact District cabinet and superintendent
17. Work with the counseling coordinator to initiate grief counseling plan as determined by need and severity of the situation
18. After the crisis has ended, release the alert on the CrisisGo app
19. Complete an incident report and file in the principal's office
20. Debrief with the school crisis team and staff
21. Conduct an After Action Review

Lockdown (SRP)

1. Initiate the Lockdown Alert in the CrisisGo app; call 9-1-1
2. Announce the alert on the PA system: " Lockdown; Locks, Lights, Out of Sight"; " Lockdown; Locks, Lights, Out of Sight"
3. Notify District Cabinet and Superintendent
4. Bring all students and staff inside
5. Secure all exterior access points; doors, windows, Gates, Etc.
6. Cover windows
7. Gather students and remain out of sight from exterior windows, halls and doorways
8. Report any necessary information to the management team using the CrisisGo app
9. Initiate the incident command system
10. Communicate with emergency responders
11. Account for all students and staff using the CrisisGo Roster Event
12. Refer to appropriate specific hazard checklist
13. Once the event has ended, release the event in the CrisisGo app and announce the release on the PA system
14. Complete an After Action Review

15. A Lockdown is called when there is a threat to the safety of students and staff inside the building or in close proximity to students and staff; active shooter, violent Intruder, angry or violent parent, or other violent person, dangerous animal inside the building, Etc.
16. Conduct an After Action Review

Secure (SRP)

1. Initiate the lockout alert in the CrisisGo app
2. Announce the alert on the PA system; “ Lockout! Secure the perimeter”; “ Lockout! Secure the perimeter”
3. Consider calling 9-1-1 based on the situation
4. Notify District Cabinet and Superintendent
5. Bring students and staff inside
6. Lock all exterior access points, if safe to do so: doors, windows, gates, Etc
7. Maintain your situational awareness
8. Initiate the Incident Command System
9. Once the building has been secured and everyone is safe, you may continue to conduct business as usual
10. Once the event has ended, release the alert on the CrisisGo app and on the PA system
11. Lockouts may be called for: police or criminal activity in the area; dangerous animal outside of the building; civil disobedience; any situation which causes concern for the safety of the campus and the threat is near the campus
12. Conduct an After Action Review

Missing Student

- Verify, to the best of your ability, the student is missing
- Notify District Cabinet and Superintendent
- Consider placing the school on a “HOLD” using the CrisisGo app to limit student movement while the search for the student on campus is being conducted
- Contact the parents or guardians to report the student’s absence status and confirm with the parent that the child did not go home and is missing
- Inform law enforcement and staff of missing student
- Call 9-1-1
- Obtain student information and photograph from the files
- Contact the District Cabinet and the Superintendent
- Call parent or those listed on the emergency release form
- Upon verification, direct office staff to email the district faculty and staff regarding the missing student
- Cooperate with police
- Compile information for authorities on the missing student; name, date of birth, school, and emergency contact information
- Provide picture and description of what the student was last seen wearing
- Initiate a campus-wide search using the group message in the CrisisGo app, and if necessary, make an announcement on the PA system for everyone to be on the alert for the student
- Notify parents immediately if the student is located

- After crisis has ended, release the alert in the CrisisGo app
- Conduct an After Action Review

Natural Disaster

1. Turn on EAS radio and local news media sources
2. Initiate the appropriate alert using the CrisisGo app; Evacuate, Shelter, Hold
3. Notify District Cabinet and Superintendent
4. Decide whether to evacuate, relocate, or shelter in place
5. Consider calling 9-1-1
6. Initiate the ICS and establish a command post site
7. Ensure accountability of all students and staff using the CrisisGo Roster Event
8. Gather information regarding building integrity and potential hazards (i.e., Rising floodwaters, high winds that may impact power, etc.)
9. Delegate roles as appropriate: and consider the need to transport students and staff to a secondary site
10. Contact the District Cabinet and Superintendent
11. Meet at the command post and receive information regarding students and staff, location of the disaster, building damage, flooding, Etc
12. Communicate with emergency responders for instructions
13. Consider establishing a staff and student Assistance Center and counseling needs
14. After the crisis has ended, release the alert on CrisisGo and announce it on the PA system
15. Conduct an After Action Review

Police Activity

- If law enforcement calls to report police activity in your area, take the information and maintain your situational awareness.
- Initiate a "Lockout" using the CrisisGo app
- If you observe police activity in the area of your school which concerns you, initiate a "Lockout", using the CrisisGo app
- Call 9-1-1
- Bring students and staff inside the building and secure exterior access points
- Usually, business can be conducted as normal
- Maintain your situational awareness; Lockouts can lead to Lockdowns, or other protective actions
- Ensure the accountability of all students and staff using the CrisisGo app Roster Event
- Meet at the command post and receive information regarding staff and students, and the situation
- Notify the District Cabinet and the Superintendent
- Make contact with emergency responders for instructions
- Once the situation/event has ended, release the alert in the CrisisGo app and on the PA system
- Conduct an After Action Review

Out of Control Person

- Receive information and maintain situational awareness
- Call 9-1-1 if you weren't notified of the activity by law enforcement
- Initiate a Lockout (SRP): using the CrisisGo app
- Consider a Lockdown (SRP) if the person is a danger to themselves or others
- Bring students and staff inside the building and secure the perimeter access points
- Usually, business can be conducted as normal.
- Maintain situational awareness: Lockouts can lead to a Lockdown
- Ensure accountability of all students and staff using the CrisisGo Roster Event
- Meet at the command post and receive information regarding staff and students, and the situation
- Notify the District Cabinet and the Superintendent
- Make contact with the emergency responders for instructions
- Once the event has ended, release the alert in the CrisisGo app and announce the release of the alert on the PA system
- Conduct an After Action Review of the event

Power Outage

1. In our area we are subject to Public Safety Power Shutoffs (PSPS)
2. If time permits the public utilities companies will issue a PSPS warning when weather conditions dictate and there is an extreme fire danger in the area
3. Determine if the power outage is the result of a PSPS
4. Initiate the ICS and designate roles as appropriate
5. If possible, turn on a radio or other media information source to determine the cause and extent of the outage
6. Determine if the phone connection is still working
7. Use walkie-talkies if available and necessary
8. Contact emergency response agencies if necessary
9. Notify the District Cabinet, Superintendent and the Facilities Director and remain in contact with District Office
10. Contact the utility company for information if possible and to report any dangerous conditions
11. Decide whether to remain in school, conduct early release (closing), or evacuate if necessary
12. Consider heating, cooling, food preparation, sanitary needs (electric flushing toilets), or other health related concerns
13. Ensure the safety of all students and staff
14. Ensure emergency lighting and power are working properly (if equipped)
15. Move students to a lit or appropriate central area if necessary
16. Coordinate move to ensure safety
17. Gather information from staff regarding building integrity and other potential hazards
18. Contact emergency response agencies for instructions
19. Conduct an After Action Review

Serious Injury or Illness

- Call 911 or verify that 911 has been called
- Maintain an open airway, administer CPR, and control bleeding if necessary
- Immobilize the victim if there is a potential for head, neck or back injury
- Do not move victim unless immediate emergency situation dictates; fire, electrical wires, violent situation, etc.
- Treat for shock; cover with a blanket, and elevate the legs
- Check for medical alert tags
- Notify District Cabinet and Superintendent
- Prepare information for emergency responders
- Convene to school safety team
- Contact parents
- Debrief school safety team and staff
- File an incident report
- Conduct an After Action Review

Shelter (SRP)

1. Initiate the shelter alert in the CrisisGo app, and consider calling 9-1-1
2. Announce the alert on the PA, "Shelter", followed by a safety strategy (what you want them to do)
3. Safety Strategies: evacuate to a shelter, seal the room, drop cover and hold on, etc.
4. Hazards: weather, hazardous materials spills or leakage, earthquakes, tsunamis, etc.
5. Initiate the Incident Command System and delegate roles as appropriate
6. Communicate with emergency responders
7. Notify District Cabinet and Superintendent
8. Maintain situational awareness
9. Account for all students and staff using a Roster Event in the CrisisGo app
10. Once the incident has ended, release the alert in the CrisisGo app and announced the release of the alert on the PA system
11. Conduct an After Action Review

Suicide Committed

- Call 9-1-1
- Confirm the death
- Verify details with the family and offer assistance, appropriate support, and referrals.
- Notify District Cabinet and Superintendent
- Honor the family's wishes if possible
- Contact District cabinet and the superintendent
- Convene school crisis team
- Inform faculty and staff of the death. If the school is not in session, contact faculty and staff via phone tree, or using the CrisisGo app
- Complete incident report
- Prepare and send a letter home to parents and Guardians
- Consider a school crisis assistance Center for emotional support students and staff
- Allow faculty staff and students to attend the funeral

- Conduct an After Action review

Suspicious Person or Activity

- Receive information and maintains situational awareness
- Call 9-1-1 if you haven't been notified of the activity by law enforcement
- Initiate a lockout (SRP) using the CrisisGo app
- Bring students inside the building in secure exterior perimeter
- Usually (dependent on situation), business can be conducted as normal
- Maintain situational awareness; Lockouts can lead to a Lockdown
- Meet at Command Post and receive information regarding staff and students, and the situation
- Notify the District Cabinet and Superintendent
- Make contact with emergency responders for instructions and situation update
- Once the event has ended, release the alert in the CrisisGo app
- Conduct an After Action Review

Tsunami

- Immediately following an earthquake, consider the possibility of a tsunami affecting the coastal waters and flood zones
- If a tsunami warning has been issued by the NOAA, Santa Barbara County OEM, or another official agency, increase your situation awareness and begin to plan for the tsunami's arrival. Understand that tsunamis can last from several hours to several days after the initial arrival time, and its intensity can also increase after its initial arrival time.
- Establish a command post on site and prepare to move site occupants to higher ground
- Determine your sites status and prepare to report your status to the District Office
- Notify District Cabinet and Superintendent
- Attend to any injuries in order of severity and call 9-1-1
- Conduct damage (earthquake) assessment of buildings and infrastructure
- Communicate with staff and parents
- Evacuate or shelter as appropriate
- Once the event has ended, release the alert using the CrisisGo app
- Conduct an After Action review

Weapons Reported on Campus

1. Activate School emergency response plan: Lockout, Lockdown, Evacuate, Shelter, Etc., using the CrisisGo app. Announce the alert on the PA system
2. Contact 9-1-1 immediately
3. Contact the School Resource Officer
4. Notify District cabinet and the superintendent
5. Secure the main office area, if possible
6. If possible and safe to do so, gather all information of suspect(s) involved and relay to 9-1-1
7. Remain on 9-1-1 call to assist in law enforcement deployment and response
8. Lock doors if it can be safely done

9. Follow your training
10. When law enforcement arrives, direct them to the scene.
11. Administrators should stay out of view of gunman if possible
12. Work with police officers as directed. Police will evacuate students area by area
13. Work to maintain as much calm as possible
14. After gunmen are contained, account for all students and record extent of injuries
15. Develop a Communications plan and send a message to parents
16. Follow up at the hospital with any injured students or staff
17. Notify school counselors and the crisis team for post-incident counseling needs
18. After the event has ended, release the alert in the CrisisGo app, and release the alert on the PA system
19. Conduct an After Action review

Protocol for Responding to Student's Opioid Overdose

OPIOID ANTAGONIST (NARCAN/NALOXONE) ADMINISTRATION PROCEDURE

1. RECOGNIZE

1. **Observe individual for signs and symptoms of opioid overdose**
2. **Suspected or confirmed opioid overdose consists of respiratory depression as evidenced by shallow breathing, or the absence of breathing (apnea) and or unresponsiveness to stimuli (name calling, shaking or sternal rub)**
3. **A suspicion of opioid overdose can be based on: presenting symptoms, history, bystander reporting, nearby medications or illicit drugs or paraphernalia**

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal color	Cyanotic skin color (blue lips, and fingertips)
	Pinpoint pupils

2. RESPOND:

1. **Immediately call for help, have someone do this if available.**
 - Have a co-worker call 911 and tell the dispatch personnel that you have a suspected overdose and will be administering Narcan, stay on the line with 911.
 - Check responsiveness, attempt to arouse the person, ask, "Are you ok?", pinch an arm or apply a sternal rub. If there is no response from any of these attempts to arouse then continue to administer the Narcan.

REVERSE:

1. ADMINISTER NALOXONE

- Tilt head back and give spray (4 mg) into one nostril . Place person in recovery position
- Stay with the person until help arrives and assumes care of patient
- If no one was available to call 911, call now that Narcan has been administered
- If additional doses are needed, give in the other nostril.

2. MONITOR THE RESPONSE TO THE NARCAN

- Place the person in the recovery position
- Asses the breathing of the person/maintain the airway
- Administer CPR if needed

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

3. REFER

1. Have the individual transported to the nearest medical facility via EMS, even if symptoms seem to get better. After an overdose a person should be medically monitored for safety.
2. Contact parent/guardians per school protocol.
3. Complete Naloxone Administration Report form.
4. Follow up with treatment referral recommendations per school protocol.

Key Steps to Administration



Dangerous, Violent or Unlawful Activity

- Receive information and maintain situational awareness.
- If the person is on campus and there is a potential threat to student/staff safety, initiate Lockout procedures using CrisisGo app. Call 9-1-1.
- If there is a weapon visible or you suspect there is a weapon, manage the environment to isolate the threat, if at all possible. Call 9-1-1. Keep a visual of the person, and take precaution to remain out of view, if at all possible.
- If the person(s) exits the area, lock the doors, if there is a potential threat to student/staff safety, initiate Lockout procedures using CrisisGo app. Call 9-1-1 and inform them of the situation. Keep a visual of the person, and take precaution to remain out of view, if at all possible.
- If de-escalation is an option, attempt to manage the environment by removing any triggers (people, conversation topics, etc.). If de-escalation is not successful and there is a potential threat to student/staff safety, initiate Lockout procedures using CrisisGo app. Call 9-1-1, inform them of the situation. Request Co-Response support. Keep a visual of the person, and take precaution to remain out of view, if at all possible.
- If the person has left campus and is no longer a threat, Call 9-1-1, inform them of the situation. Take note of appearance, what they are wearing, direction of travel, and if you know where they may be going. Lock external entrances until receiving all clear from law enforcement.
- If there is a criminal threat to cause death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, and the threat causes that person to reasonably be in sustained fear, Call 9-1-1. Gather as much information as possible to pass off to law enforcement for a threat assessment, including but not limited to: assess credibility, access to weapons, etc.

Accommodations for Students with Varied Abilities

The information contained in this section will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with varied abilities in the event of an emergency. Students with varied abilities are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their varied ability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with varied abilities and disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters.

A. Planning Needs and Assumptions

For individuals with varied abilities, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To support students with varied abilities, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the varied abilities of the demographics** of the students attending classes on site;

- **involve students** with varied abilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the needs of students with varied abilities;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with varied abilities and their teachers.

MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with varied abilities may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (i.e. broken leg during the year).

- **Review** how an emergency may impact the daily routine of students with varied abilities.
- **Know who is on your school site:** Identify students and staff on the site with varied abilities. The school administrator over safety must be aware of all students with varied abilities needs using school facilities and services.
- **Identify the students with extensive support needs** and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their medication schedule.
- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include (use of mobility aids, communication devices and electrically-dependent equipment).
- **Identify all the stakeholders** who should be considered in the plan (family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., broken leg).
- **Assess** potential hazards.
- **Review** evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with varied abilities.

- **Plan a primary and secondary evacuation route** from each location that students with varied abilities are in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire staff/staff population with varied abilities.
- **Develop a schedule** of daily activities and classes that identifies where students with varied abilities may be located each period of the day.
- **Consider classroom location** in placement of students with varied abilities. Evaluate the accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test** of the family notification system to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with varied abilities into emergency procedures.

A. General Strategies

Collect information about individuals with varied abilities on site (e.g., who has a disability, nature of disability, implications for the student concerning full participation in school emergency planning). Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling students with varied abilities to participate successfully with peers in general school activities.

1. **Build on current accommodations**, modifications and services.
2. **Consult parents or guardians** concerning care considerations if the student with varied abilities is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
3. **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
4. **Inform and train staff** about emergency response protocols.
5. **Encourage teachers to discuss emergency procedures with parents** as part of an IEP meeting or other reviews.

C. Medication Management

Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until the power is restored.

1. If the student is on medication, ask caregivers to supply a 72-hour supply in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
2. Gather all medications before evacuation.
3. Transport special medications, supplies and equipment with the special needs student.
4. Carry contact and medical information for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See *Appendix C* for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, and/or audio) and provide hearing-assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely- used assistive device. The most effective communication systems are those used daily.**

1. Give clear, succinct verbal instructions.
2. Communicate important information through gestures.
3. Pictorial representations, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
4. Guide students with low vision or blindness.
5. Utilize electronic variable messaging boards, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
6. Identify staff with foreign language skills, if needed.
7. Have administration, teachers, and paraeducators practice basic American Sign Language for emergency words and instructions such as: • important • emergency • keep calm • must leave now • fire • fire exit • elevator closed • stairs there

E. Time Management

Students with varied abilities are likely to respond to any form of stress following a crisis with more extreme reactions. Allow extra time for them than others to make necessary preparations in an emergency.

Some students with varied abilities will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider what are the triggers and cues for these students and anticipate rather than react. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting; provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Key Practices for Certain Impairments

Emergency planning for students with varied abilities should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Students with varied abilities may have specific “triggers” (e.g., words, images, sounds, etc.) that signal danger or disruption to their feelings of safety and security. If adults miss these cues, students may escalate their behavior to a point where they completely lose control. It is essential that parents/caregivers and teachers work together to share information about triggers and cues. This is best done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

1. Cognitive/Developmental: Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:**

- comfort items
- pen and paper
- visual communication instructions

2. Hearing: Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals with hearing impaired students for emergency communications. Alerting devices, such as strobe lights and vibrating pagers can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**

- pen and paper
- flashlight to communicate in the dark
- extra hearing aid batteries
- batteries for TTY and light phone signaler

3. Mobility: Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual who uses a wheelchair. Students with mobility impairments should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**

- heavy gloves for making way over glass or debris
- extra battery for electric wheelchairs recommended but may not be practical
- patch kit for punctured wheels
- flashlight and whistle

4. Respiratory: Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in classrooms. Have oxygen and respiratory equipment readily available. Students and staff should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

5. Medically Fragile: Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the student who is medically fragile.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

6. Speech/Auditory: Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries for communication equipment
- note paper and pen
- comfort items

7. Visual: Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

IV. RESPONSE

Response is the immediate reaction to an emergency to save lives and protect property. Pro-active efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site. The District of Service, rather than the District of Residence, assumes the leadership role for all students in an emergency.

B. Assess the Situation

- Determine the immediacy of the emergency.
- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking objects together to make noise.

C. Announce the Emergency

1. To Alert Deaf and Hearing Impaired – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:

1. there is an emergency
2. how to exit

2. To Alert Blind or Visually Impaired – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature of the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently.
- Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. Let the student know what is happening. Keep him/her reassured.

4. To Evacuate Persons Using Wheelchairs:

If the person wants to be moved in his/her chair, keep the following considerations in mind:

- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later. If a seatbelt is available, use it.
- If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - o how he/she prefers to be moved from the chair;
 - o whether pain or harm will result from moving extremities;
 - o if any equipment is needed for immediate safety of life-support, e.g. backup generator for respirator.

IV. RECOVERY

The recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connect school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with special needs with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aides, wheelchairs,

C. Reassurance

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time.

Support individuals with access and functional needs by providing verbal reassurance and information to help orient them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns about safety.** Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see, hear, talk and draw.
- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individuals with varied support needs should not be underestimated. Every member of a community can provide some support.

Appendix A: School Emergency Evacuation Planning Checklist

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with special needs?		
Have you identified students with special needs on site from other school districts?		
Have you identified the medical needs of your students with special needs and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with special needs?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for the students with special needs, such as special vans and buses for students?		
Do you have contract(s) in place with your transportation service provider(s) in case of an emergency?		
Is there a master list of bus drivers?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Have you reviewed your plan with emergency responders?		
Have you identified an evacuation site that is accessible to students and staff with special needs?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with special needs?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

Appendix B: Covid Protocol (Revised January 16, 2024)

The following Covid Protocols were updated as of January 2024 and are subject to change based on Santa Barbara County Public Health (SBCPH) and California Public Health Department (CDPH) Covid recommendation

Adams school no longer tests for Covid, however, Adams offers Covid home tests to families when students present with Covid symptoms.

Positive Students and Staff:

Positive Cases are defined as persons who directly contract the Covid virus. Regardless of vaccination status, both students and staff may return on **Day 2**, if fever free for 24 hours with no medication **and** symptoms are no longer present or are mild and improving. All reported positive cases will receive a letter describing current recommendations from SBCPH for schools. As of March 16, 2024, the letter differs due to Cal/OSHA regulations.

1. Masks are recommended for STUDENTS when returning from isolation in less than 10 days per CDPH. Masks may be removed in less than 10 days with two negative tests at least 24 hours apart.
2. STAFF returning from being COVID positive, regardless of vaccination status, must wear a mask through day 10 at work per Cal/OSHA regulations*
3. Letter AB685 is posted to all staff who work at Adams whenever a positive case is reported via Parent Square.
4. The district nurse is contacted when 3 or more positive cases are reported in a 14 day period or 10% or greater in a classroom.
5. After ending isolation (no fever without the use of fever-reducing medications and symptoms are improving), confirmed cases may remove their mask sooner than Day 10 if they have two sequential negative tests at least one day apart. If antigen test results are positive, the person may still be infectious and should continue wearing a mask and wait at least one day before taking another test.

Symptomatic Students and Staff Protocol

6. Students and staff with symptoms should self monitor. Covid tests are available and free to all staff and students in the health office.
7. Masks are recommended and offered in the office for symptomatic staff or students.

Close contacts are defined as persons sharing the same indoor space (e.g. classroom) for a cumulative total of 15 minutes in 24 hours, when positive was infectious.

- Students who are close contacts are offered a test and are highly recommended to test when they find out they were exposed and within 3-5 days after last exposure.
- Exposed students are encouraged to wear a well fitting mask around others for 10 days following last exposure.
- Exposed symptomatic students must follow the Symptomatic Students and Staff Protocol above.
- Classmates of positive cases receive a letter notifying them of their Close Contact status.
- Staff is strongly recommended to wear a mask at work for 10 days from last exposure.

Appendix C: Injury and Illness Prevention Program

SANTA BARBARA UNIFIED

INJURY AND ILLNESS PREVENTION PROGRAM

Santa Barbara Unified School District, 720 Santa Barbara Street, Santa Barbara, CA 93101
School District Name and Address

John Becchio, Ed.D., Assistant Superintendent, Human Resources, (805) 963-4338 x6237
Name and Contact Information for Individual Completing this form

ASSIGNMENT OF RESPONSIBILITY (Title 8 California Code of Regulations §3203(a)(1))

Our school district's lead Injury and Illness Prevention Program (IIPP) administrator is:
Esteban Camara, Classified Personnel Coordinator, Human Resources, 720 Santa Barbara St., Santa Barbara, CA 93101
IIPP Administrator's Name, Job Title, and Contact Information (address, phone numbers)

Our school district's co-administrator for our IIPP is:
Jose Jimenez, Maintenance and Operations Manager, 720 Santa Barbara St., Santa Barbara, CA 93101 (805) 963-4338 x 6223
Roxanna Stern, Human Resources, 720 Santa Barbara St., Santa Barbara, CA 93101 (805) 963-4338 x6272
Co-Administrator's Name, Job Title, and Contact Information (address, phone numbers)

The responsibilities of our IIPP Administrator(s) include (check all that apply):

- ☒ Preparing and updating our district's IIPP
 - ☒ Implementing the provisions in our IIPP
 - ☒ Making sure each site has a copy of our IIPP
 - ☒ Making sure hazards, injuries and accidents in each site are routinely investigated
 - ☒ Taking action to mitigate identified hazards
 - ☒ Establishing a district wide Safety Committee and designating a chairperson
 - ☒ Establishing procedures for employee reporting of workplace hazards, accidents, injuries and general safety concerns
 - ☐ Other: _____
- ☒ (Optional but recommended.) Each school in our district has been assigned a safety coordinator. School-site safety coordinators are responsible for implementing and maintaining this IIPP at their school sites and for answering employee questions about the district's IIPP. Each school-site safety coordinator has a copy of this IIPP. A list of all the district's school-site safety coordinators who will implement and maintain the IIPP at their school sites is attached as Form A.

The responsibilities of our school-site safety coordinators include (check all that apply):

- ☒ Conducting routine safety inspections
- ☐ Participating on the district wide Safety Committee
- ☐ Participating in the mitigation of identified hazards
- ☒ Communicating with employees about safety
- ☒ Other: **Keeps School Site Safety Plan updated with IIPP contained within the plan**

The responsibilities of all school employees include:

- ☒ Reporting unsafe conditions, work practices or accidents to their supervisors or the school site safety coordinator immediately.
- ☒ Following safe work practices.
- ☒ Using appropriate personal protective equipment as instructed by their supervisors
- ☐ Other:

☒ This IIPP applies to all schools in our district.

☒ In addition to the IIPP, schools in our district have school-specific employee safety plans.

HAZARD ASSESSMENT / INSPECTION (Title 8 CCR §3203(a)(4))

Periodic inspections to identify and evaluate hazards in our schools sites will be performed by one or more of the following checked individuals:

- ☒ School-site safety coordinators at their school sites
- ☒ Our district's IIPP Administrator(s)
- ☒ Other: Maintenance Supervisor and/or maintenance staff

Periodic inspections are always performed according to the following schedule:

- ☒ When we initially established our IIPP.¹
- ☒ Whenever new substances, processes, procedures or equipment which present potential new hazards are introduced into our workplace.¹
- ☒ Whenever new, previously unidentified hazards are recognized.¹
- ☒ Whenever occupational injuries and illnesses occur.¹
- ☒ Whenever workplace conditions warrant an inspection.¹
- ☒ When we hire and/or reassign permanent or intermittent employees to processes, operations, or tasks for which a hazard evaluation has not been previously conducted.¹
- ☐ Other times: _____

ACCIDENT/EXPOSURE INVESTIGATIONS (Title 8 CCR §3203(a)(5))

Investigations of workplace accidents, hazardous substance exposures and near accidents will be conducted by:

Self Insured Schools of California, P.O. Box 1847, Bakersfield, CA 93303

Name and Job Title

Our procedures for investigating workplace accidents and hazardous substance exposures include:

- ☒ Visiting the scene as soon as possible.¹
- ☒ Interviewing injured employees and witnesses.¹
- ☒ Determining the cause of the accident/exposure.¹
- ☒ Examining the workplace and the incident for underlying causes associated with the accident/exposure.¹
- ☒ Taking corrective action to prevent the accident/exposure from reoccurring.¹
- ☐ Recording the findings and actions taken.
- ☐ Other: _____

HAZARD CORRECTION (Title 8 CCR §3203(a)(6))

Unsafe or unhealthy work conditions, practices or procedures will be corrected in a timely manner based on the severity of the hazards. Hazards will be corrected according to the following procedures:

- ☒ When observed or discovered;¹ and
- ☒ When an imminent hazard exists which cannot be immediately abated without endangering employee(s) and/or property, we will remove all exposed employees from the area except those necessary to correct the existing condition. Employees who are required to correct the hazardous condition will be provided with the necessary protection and training.¹
- ☐ We have a plan/policy (attached) for addressing the following hazards we have identified in our schools (check all that apply and then attach your plans/policies):
 - ☐ Slip and fall hazards and ladder safety
 - ☒ Chemicals covered under Cal/OSHA's Hazard Communication standard, including pesticides, cleaning products, lab chemicals, etc.
 - ☐ Lead paint
 - ☒ Asbestos
 - ☐ Ergonomic hazards
 - ☐ Infectious diseases, including bloodborne and aerosol transmissible diseases
 - ☒ Outdoor heat
 - ☐ Violence
 - ☐ Indoor air quality
 - ☐ Power tools and machinery hazards, including electrical safety, lock-out tag-out of machinery, machine guarding, etc.
 - ☒ Other: M&O uses the Cal-OSHA Safety meeting topics binder to do weekly safety trainings.

COMMUNICATION WITH EMPLOYEES ABOUT SAFETY (Title 8 CCR §3203(a)(3))

All supervisors are responsible for communicating with their employees about occupational safety and health in a form readily understandable by all employees. Our communication system encourages all employees to inform supervisors about workplace hazards without fear of reprisal.

Our communication system includes all of the following checked items:

- A. ☒ New employee orientation including a discussion of safety and health policies and procedures.¹
- ☒ Follow-through by supervisors to ensure effectiveness.¹
- ☒ Worksite-specific health and safety training.¹
- ☒ Regularly scheduled safety meetings.¹ Our safety meetings are held on the following schedule: _____
- ☒ Effective communication of safety and health concerns between employees and supervisors, including language translation where appropriate.¹
- ☒ Posted or distributed safety information.¹
- ☒ A system for employees to anonymously inform administration about workplace hazards.¹
- ☐ Other methods we use to ensure communication with and involvement of employees include: _____

--OR--

- B. ☐ Our district elects to use a labor/management health and safety committee to meet all the requirements of Title 8 CCR §3203(c)(1) – (7), thereby complying with the communication requirements of Title 8 CCR §3203(a)(3).

TRAINING AND INSTRUCTION (Title 8 CCR §3203(a)(7))

All employees, including supervisors, will have training and instruction on general and job-specific safety and health practices. Training and instruction is provided according the following schedule:

- ☒ When our IIPP was first established.¹
- ☒ To all new employees.¹
- ☒ To all employees given new job assignments for which training has not previously provided.¹
- ☒ Whenever new substances, processes, procedures, or equipment are introduced to the school district and represent a new hazard.¹
- ☒ Whenever anyone is made aware of a new or previously unrecognized hazard.¹
- ☒ To supervisors to familiarize them with the safety and health hazards to which employees under their immediate direction and control may be exposed.¹
- ☒ To all employees about the hazards specific to each employee's job assignment.¹

This training will include (but is not limited to):

- An explanation of our IIPP, emergency action plan, fire prevention plan, measures for reporting any unsafe conditions, work practices, injuries and any additional instructions that are needed.
- The availability of toilets, hand-washing, and drinking water facilities.
- Provisions for medical services and first aid, including emergency procedures.
- Proper housekeeping, such as keeping stairways and aisles clear, keeping work areas neat and orderly, and promptly cleaning up spills.
- Prohibiting horseplay, scuffling, or other acts that adversely influence safety.
- Proper storage to prevent:
 - o stacking goods in an unstable manner
 - o storing materials and goods against doors, exits, for extinguishing equipment and electrical panels.

Where applicable, our training may also include:

- The prevention of musculoskeletal disorders, including proper lifting techniques.
- The use of appropriate clothing, including gloves, footwear, and personal protective equipment.
- Information about chemical hazards to which employees could be exposed and other hazard communication program information.
- Proper food and beverage storage to prevent them from becoming contaminated.
- On any other topics listed in the **Hazard Correction** section of this plan, including specifically: _____

In addition, we provide specific instructions to all employees regarding hazards unique to their job assignment, to the extent that such information was not already covered in other trainings.

EMPLOYEE COMPLIANCE WITH SAFETY PROCEDURES (Title 8 CCR §3203(a)(2))

Management is responsible for ensuring that all safety and health policies and procedures are clearly communicated and understood by all employees. Supervisors and lead personnel are expected to enforce the rules fairly and uniformly.

All district employees, including supervisors, are responsible for complying with safe and healthful work practices. Our system of ensuring that all employees comply with these practices includes all of the following checked practices:

- ☒ Informing employees of the provisions of our IIPP.
- ☒ Evaluating the safety performance of all employees.
- ☒ Providing training to employees whose safety performance is deficient.
- ☐ Recognizing employees who perform safe and healthful work practices. This recognition is accomplished by: _____
- ☒ Disciplining employees for failure to comply with safe and healthful work practices. The following outlines our disciplinary process: progressive discipline interventions such as verbal or written warning, letter of reprimand, unpaid suspension may be used.
- ☐ Other systems we have in place to ensure compliance with safety practices: _____

RECORDKEEPING AND DOCUMENTATION (Title 8 CCR 3203(b))

Although school districts are not required to keep records or documentation of the elements of an IIPP, except the written program itself, our school district maintains the following records to help us more efficiently and effectively implement our IIPP (optional):

- ☐ Records of scheduled and periodic inspections (to identify unsafe conditions and work practices, including the names of the person(s) conducting the inspection, the unsafe conditions and the work practices that have been identified, as well as the action(s) taken to correct the identified unsafe conditions and work practices. These records are maintained for at least one (1) year.
- ☐ Documentation of our safety and health training.

The master copy of this IIPP can be found at: Human Resources

Other copies of the IIPP can be found at: In Each School Site Safety Plan

Form A: SCHOOL SITE SAFETY COORDINATORS

The following school-site safety coordinators are responsible for maintaining our district's Injury and Illness Prevention Program and communicating with employees about our IIPP at their sites:

Adams Elementary School School Site	Allison Quijano Name of Coordinator
Adelante Charter School School Site	Javier Bolivar Name of Coordinator
Cleveland Elementary School School Site	Gabriel Sandoval Name of Coordinator
Franklin Elementary School School Site	Casey Killgore Name of Coordinator
Harding Elementary School School Site	Veronica Binkley Name of Coordinator
McKinley Elementary School School Site	Daisy Ochoa Name of Coordinator
Monroe Elementary School School Site	Brian Naughton Name of Coordinator
Peabody Charter School School Site	Damian Barnett Name of Coordinator
Roosevelt Elementary School School Site	Valarie Galindo Name of Coordinator
Santa Barbara Charter School School Site	Laura Donner Name of Coordinator
Santa Barbara Community Academy School Site	Suzette Mckormick Name of Coordinator
Washington Elementary School School Site	Ariele Curry Name of Coordinator
Goleta Valley Jr. High School School Site	Jaime Carpio Name of Coordinator
La Colina Jr. High School School Site	Tobias Emory Name of Coordinator
La Cumbre Jr. High School School Site	Xochitl Tafoya Name of Coordinator
Santa Barbara Jr. High School School Site	Terri Cecchine Name of Coordinator
Alta Vista Jr./Sr. High School School Site	Alex Wilson Name of Coordinator
Dos Pueblos High School School Site	Ian Perry Name of Coordinator
La Cuesta High School School Site	Alex Wilson Name of Coordinator
San Marcos High School School Site	Dare Holdren Name of Coordinator
Santa Barbara High School School Site	Stooky Hernandez Name of Coordinator
School Site	Name of Coordinator
School Site	Name of Coordinator



Everyone has a Role in Creating Safer Spaces

1

Recognize

Harmful and Hateful Acts

2

Respond

In the Moment

3

Report

Every Incident

Report an
Incident
Scan Here



