



# Emergency Response and Procedures

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## COMPREHENSIVE SAFE SCHOOL PLAN – EMERGENCY PROCEDURES

### PREFACE

California public schools are required to comply with California Education Code (CEC), Section 35294, dealing with the preparation of “safe school plans.”

This plan is based in part, on plans from the Marin County Office of Education, Santa Paula Office of Education, and Los Angeles Office of Environmental Health and Safety (OEHS), who offered their Safe School Model as a template to assist other school districts in preparing their School Safety Plans.

This plan covers emergency preparedness and response and is based on the California Standardized Emergency Management System (SEMS), which is designed to centralize, organize and coordinate emergency response among various district organizations and public agencies. SEMS provides an effective framework for managing emergencies ranging from minor incidents to major earthquakes.

The OEHS *Model Safe School Plan* is based on guidance from the California Department of Education and the Office of Attorney General (*Safe Schools – A Planning Guide for Action, 2002 Edition*). Use of the OEHS *Model Safe School Plan* by this plan was prepared to comply with CEC, Section 35294.

The *Model Safe School Plan Template* was prepared in consultation with School Police, Office of Emergency Services, Student Health & Human Services, public members of the District School Safety Committee, California Department of Health Services, City of Los Angeles Fire Department, and other members of the school community. The Cuyama Valley School District Comprehensive Safe School Plan was prepared with input from the Santa Barbara County Sheriffs and Fire Departments. The original Model Safe School Plan, Emergency Procedures, has been modified to meet specific local needs of this community.

# **Safe School Plan**

## **Emergency Procedures**

**Cuyama Unified School District:** *2300 Highway 166 New Cuyama,  
California 93254*

**Cuyama Valley Elementary School:** *2300 Highway 166 New Cuyama,  
California 93254*

**Cuyama Valley High School:** *4500 Highway 166  
New Cuyama, California 93254*

# Homeland Security Advisory Recommendations

## Adapted for Cuyama Unified School District

*(Based on American Red Cross Homeland Security Advisory)*

<b>SEVERE</b> <i>(Red)</i>	<ul style="list-style-type: none"> <li>● <i>Complete all recommended actions at lower levels.</i></li> <li>● Listen to radio, TV, for current information and instructions.</li> <li>● Be alert and immediately report suspicious activity to Santa Barbara County sheriff's deputies.</li> <li>● Close school if recommended to do so by appropriate authorities.</li> <li>● 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.</li> <li>● Ensure School Site Crisis Team members are available for students, staff and faculty.</li> </ul>
<b>HIGH</b> <i>(Orange)</i>	<ul style="list-style-type: none"> <li>● <i>Complete all recommended actions at lower levels.</i></li> <li>● Be alert and immediately report suspicious activity to the Santa Barbara County Sheriff's Department.</li> <li>● Review emergency procedures and supplies.</li> <li>● Prepare to handle inquiries from anxious parents and media.</li> </ul>
<b>ELEVATED</b> <i>(Yellow)</i>	<ul style="list-style-type: none"> <li>● <i>Complete all recommended actions at lower levels.</i></li> <li>● Be alert and immediately report suspicious activity to the Santa Barbara County Sheriff's Department.</li> <li>● Ensure all emergency supplies are stocked and ready.</li> </ul>
<b>GUARDED</b> <i>(Blue)</i>	<ul style="list-style-type: none"> <li>● <i>Complete all recommended actions at lower level.</i></li> <li>● Be alert and immediately report suspicious activity to the Santa Barbara County Sheriff's Department.</li> <li>● Provide safety training to staff and practice emergency drills pursuant to school emergency procedures.</li> <li>● Review communications plan and update emergency contact information.</li> <li>● Review emergency supplies and stock and replace as necessary.</li> </ul>
<b>LOW</b> <i>(Green)</i>	<ul style="list-style-type: none"> <li>● Develop school emergency plans</li> <li>● Conduct emergency response drills</li> <li>● Offer FEMA courses</li> <li>● Conduct district wide crisis response training</li> <li>● Ensure selected staff members are trained in first aid, CPR and AED.</li> </ul>

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## **1. INTRODUCTION**

### **OVERVIEW**

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the Cuyama Unified School District has adopted the *Model Safe School Plan, Emergency Procedures (02-01-05)* for use as a template in the preparation of emergency procedures for each of the district schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies

### **PLAN ORGANIZATION**

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into (11) eleven sections. Sections (5) five and (6) six, deal with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections (7) seven, (8) eight, present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section (9) nine, provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section (10) ten provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

The Principal/Superintendent will ensure that this *Safe School Plan, - Emergency Procedures* is consistent with SEMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.

## **2. STANDARDIZED EMERGENCY MANAGEMENT**

### **EMERGENCY PLANNING WITH SEMS**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: Management; Planning / Intelligence; Operations; Logistics; and Finance/Administration.

#### **Management**

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. In emergencies involving more than one school site, each site will have their own Incident Commander. This function is typically directed by the Principal, as the Incident Commander. The Principal/Superintendent may be assisted in carrying out this function by the District Safety Coordinator, or a designated representative.

#### **Planning / Intelligence**

Under the CJUSD Plan, two staff members will be assigned to assist the Incident Commander during an emergency. These employees will assist in the gathering of information, documentation and communication. One will be involved with “Documentation” and the other with “Communication”. During an emergency, both of these positions will report directly to the Incident Commander, unless otherwise directed.

## **Operations**

Under SEMS, **all emergency response actions** are implemented under the Operations function, under the direct control of the Incident Commander. In the CJUSD Plan, numerous teams will be designated, trained and supplied to perform the necessary emergency response. Teams may consist of one or more individuals. Due to limited staffing some employees may be on more than one team. The Incident Commander has the prerogative, based on circumstances, to utilize the teams needed to provide an appropriate response to the emergency. Under the CJUSD Plan, the following emergency response teams have been established: First Aid / Medical Team; Damage Assessment / Utilities Team; Clerical / Student Release Team; Crisis Management / Counseling Team; Sanitation Team / Search and Rescue Team / Food and Water Team; Shelter Team.

## **Logistics**

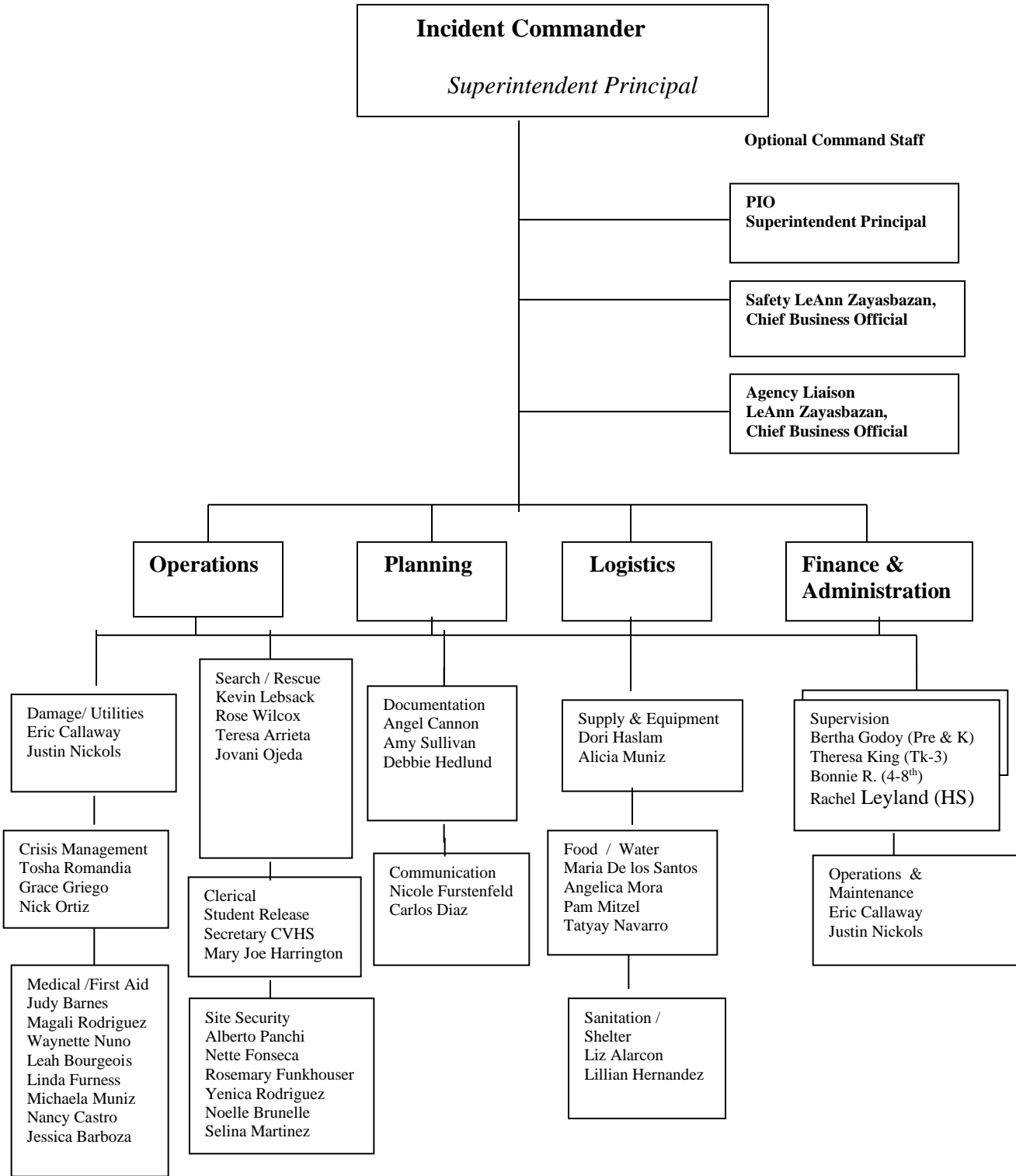
The Logistics function of SEMS supports emergency operations by coordinating personnel, assembling and deploying volunteer teams, providing supplies, equipment and services, and facilitating communications among emergency responders. Within the Cuyama Unified School District Plan, site logistical needs are met through the pre-positioning of supplies and equipment in the site Emergency Bins. Release of materials from each bin is carried out by the Emergency Bin Person, under the direction and control of the Incident Commander. Following the emergency, Emergency Bin Personnel will also return all emergency equipment and prepare an inventory of items in need of replacement. Long Term Emergencies may require logistical support from the Santa Barbara County Office of Education.

## **Finance/Administration**

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, and recovering school records following an emergency. Within CJUSD, these functions will be carried out at the District Office (DO), by personnel normally assigned to those tasks.

( Refer to the DO Emergency Response Section of this Document)

# Emergency Management Organization Chart #1



### **3.SCHOOL STAFF**

**California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.**

**School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.**

#### **4. INCIDENT COMMAND TEAM**

The Incident Command Team is responsible for directing school emergency response activities.

##### **Assignments**

The Incident Command Team is led by the Incident Commander and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison. In the CJUSD Plan, the Incident Commander will normally assume all three Incident Command Team assignments. The Incident commander may also delegate any of the assignments based on availability of personnel.

Incident Commander: Alfonso Gamino, Superintendent

Public Information Officer: Alfonso Gamino, Superintendent

District Safety Coordinator: Theresa King, Business Manager

Agency Liaison: Theresa King, Business Manager

##### **Roles and Responsibilities**

###### **Incident Commander**

The Incident Commander is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.

- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with Emergency teams and outside agencies.

### **Public Information Officer**

The CJUSD Superintendent will act as Public Information Officer (PIO). Superintendent is the official spokesperson for the district and is responsible for communicating with the media and delivering public announcements. The Superintendent may elect to delegate this responsibility to any other employee. However, no employee of CJUSD may speak to the media, or make public statements on behalf of the district, without authorization from the Superintendent, or their designee.

Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

### **Safety Coordinator**

In the CJUSD plan, the safety coordinator responsibilities are carried out by the District Safety and Disaster Coordinator. They are responsible for ensuring that all emergency activities are conducted in as safe a manner, and that CJUSD emergency procedures are being followed. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.

- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

### **Agency Liaison**

The District Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions.

### **Incident Command Team / Supplies and Equipment**

The Principal is responsible for ensuring the following supplies are located inside the school’s Emergency Supply Bin:

- Copy of the school’s Emergency Procedures
- Campus map
- Bullhorn
- Battery-operated AM/FM radio.
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier

Supplies Brought from Office:

- Master Key Set
- Staff and Student Roster
- Emergency and Site Radios
- Cell Phone

### **Team Assembly Location**

Inside: Elementary or High School Office

Outside: Flag poles



## **Documentation Position**

The Documentation Position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation. The Documentation Position works under the direct supervision of the Incident Commander.

## **Assignments**

Documentation Staff Member: Angelique Cannon (HS) and Amy Sullivan (ES) and Debbie Hedlund (ES)

## **Roles and Responsibilities**

The Documentation Staff Members will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander for status updates.
- Documenting all communications with the District Office and outside agencies.
- Record all data related to missing persons, site damage, utility problems and medical needs.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander as necessary.
- Filing, maintaining and securing all emergency documentation.

## **Supplies and Equipment**

Clerical Supplies

## **Assembly Location**

The Documentation Staff Member will report to the Command Post.

## **COMMUNICATIONS POSITION**

The Communications position is responsible for coordinating all communication within the site, and between the Command Post and the District Office, Outside Agencies, etc.

### **Assignments**

Communications Staff Members: HS Carlos Diaz, ES Nicole Furstenfeld, Gloria Morales (District Office)

### **Roles and Responsibilities**

Specific duties may include:

- Coordinating telephone communications.
- Coordinating Emergency Radio Communications.
- Coordinating Site Radio Communications.
- Relaying requests or information to the Incident Commander ( Principal ).
- Recording all pertinent communication and passing the information to the Documentation Position.
- Coordinate use of messengers, or other forms of communication as needed.

### **Supplies and Equipment**

- Emergency radios and portable radios
- Site radio, extra battery, battery charger
- Backup power supplies.
- Clerical supplies
- Emergency telephone numbers

### **Assembly Location**

The Communications Staff Members will report to the Command Post.

## **5. RESPONSE TEAMS**

### **FIRST AID / MEDICAL TEAM**

The First Aid / Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

If the event does not require the evacuation of the Health Office, the First Aid / Medical Team will assemble and initiate operations from there. The Health Aide normally assigned to each school, will ensure that the Health Office is stocked with necessary supplies. Additional supplies, and a mobile response bag, are available in the Emergency Supply Bin.

If the emergency dictates evacuation of the Health Office, the First Aid / Medical Team will assemble at the designated outdoor location. The First Aid / Medical Team Leader will designate members to draw supplies and equipment from the Emergency Supply Bin.

The First Aid / Medical Team is a high priority team, and along with the search teams, have priority access to their supplies.

### **Assignments**

First Aid / Medical Team Leader: Judy Barnes (Elem.) and Jennifer Stancliff (HS)

Alternate Team Leader: Yenica Rodriguez (Elem.) and Waynette Nuno (HS)

First Aid / Medical Team Member: Leah Bourgeois, Michaela Muniz

First Aid / Medical Team Member: Nancy Castro, Linda Furness

School Nurse: Linda Furness

## **FIRST AID / MEDICAL TEAM CONTINUED**

### **Roles and Responsibilities**

#### **First Aid/Medical Team Leader**

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the Incident Commander and District Nurse, to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.
- Completing the Injury and Missing Person's Report.

#### **First Aid/Medical Team Members**

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid / Medical Team may include:

- Setting up a first aid area, triage and / or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to the First Aid/Medical Team Leader.

If a morgue is needed, it should be established in a location which is out of sight of students and the general public. All bodies placed into the morgue, should be covered if possible.

Do not move any deceased individuals to a morgue, until it is cleared by the Incident Commander. If the death is the result of a criminal act, it will be necessary to preserve the crime scene.

No deceased individuals will be released without authorization from the Incident Commander.

### **Team Assembly Location**

Inside: High School and Elementary Office

Outside: Outside each office access door

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **First Aid/Medical Team Supplies and Equipment**

There are 2 primary sources of First Aid / Medical supplies available to the First Aid / Medical Team. The first cache of supplies is located in the school's Health Office, and is maintained by the Health Clerk, and the District Nurse. A second collection of supplies is located in the school's Emergency Response Bin.

The Medical section of the Emergency Bin contains a large first aid kit, and equipment which can be used to set up an emergency first aid / medical treatment area. Additional supply items are also stored there.

In the event the Health Office is evacuated, the Health Aid, or designated individual, will take a collection of medication and supplies with them. The items in the supply will be based on the predetermined medical needs of students and staff. These items should include all prescription medication, insulin, inhalers, etc. Since many of these medications are controlled substances, supervision of these items must be maintained at all times.

## **CRISIS COUNSELING TEAM**

The Crisis Counseling Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

### **Assignments**

Crisis Counseling Team Leader: Tosha Romandia/Schools Comm. Coord. TBD

Alternate Team Leader/Counseling Team Member: Leila Page- SBCEO

### **Roles and Responsibilities**

#### **Crisis Counseling Team Leader**

The Crisis Counseling Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Crisis Counseling Team Leader is also responsible for assigning personnel as needed.

#### **Crisis Counseling Team Members**

The members of the Crisis Counseling Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Crisis Counseling Team will direct all external requests for information to the Public Information Officer.

## **CRISIS COUNSELING TEAM CONTINUED**

Specific duties of the members of the Crisis Counseling Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release Gate Team as needed.
- Coordinating with the Incident Commander to provide water and food to students and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

### **Team Assembly Location**

Inside: Library

Outside: Outside libraries entrances

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **Supplies and Equipment**

- Vest or position identifier, or district ID tag
- Emergency radio, and or site radio
- Other supplies or equipment identified by the Team Leader

## **SEARCH AND RESCUE TEAM**

The Search and Rescue Team (SAR) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue Teams. The Principal at each site may assign more or less teams, based on staffing and the number of available personnel.

Whenever possible, the Incident Commander should assign a separate Search Team, or Teams. After victim(s) are located, the Incident Commander will assign a Rescue Team to assist victim(s). Once all the buildings have been searched, the teams initially assigned to searching, may be assigned to rescue or perform other functions at the discretion of the Incident Commander.

### **Assignments**

SAR Team 1 Leader: Kevin Lebsack

SAR Team 1 Members: Jovani Ojeda

SAR Team 2 Leader: *Russ Barnes*

SAR Team 2 Members: *Jessica Barboza, Jennifer Quesada*

### **Search and Rescue Team Roles and Responsibilities**

#### **Search and Rescue Team Leader**

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

- Obtain assignments for the team from the Incident Commander.
- Coordinate team response, including distribution of equipment and supplies.
- Remain outside the building where the team is working. Provide record keeping, and communication for the team.
- Communicate with the First Aid / Medical Team as necessary.



## **Search and Rescue Team Members**

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Marking location of trapped, victims
- If necessary, perform rescue and removal of trapped or severely injured victims.
- Sealing off and posting areas where hazardous conditions exist.
- Provide initial first aid as necessary.
- Any other tasks directed by the Incident Commander.

## **Team Assembly Location**

Inside: ES & HS office

Outside: HS: tennis courts and ES: outside library

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **Search and Rescue Team Supplies and Equipment**

TBA

## **Search and Rescue Team Procedures**

The following procedures are a basic guideline, to assist Search and Rescue Teams during an emergency response. CJUSD personnel will not be involved as Search and Rescue responders, except in those rare emergency situations, when we cannot expect outside assistance for an extended period of time. Examples would be major earthquakes, massive fires, or other incidents affecting a large area.

If possible, the Search function should be kept separate from the Rescue function. If not, the Search Team will begin to rescue the first victims they locate, and other victims may not be located in a timely manner. After victims are located and evaluated by the Search Team, a Rescue Team will be dispatched to provide assistance to the victim. The Search Team will continue to search until all areas have been checked for victims.

## **Search and Rescue Team Procedures continued**

The guiding precepts of Search / Rescue procedures are:

1.      **SEARCH:**      Locate and evaluate victims. Notify Rescue Team
2.      **RESCUE:**     Remove and triage victims.
3.      **TREAT:**      Provide first aid for all victims removed

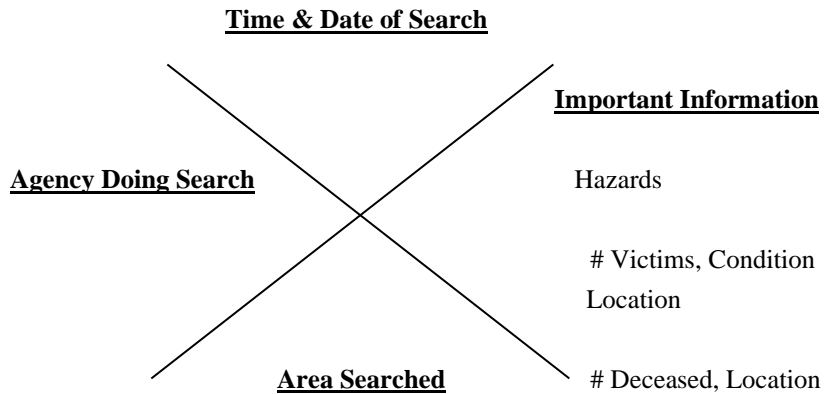
Each Search and/or Rescue Team will include 3 Team Members and 1 Team Leader. The Team Leader provides material support and a communication lifeline to the Team Members who are actively searching and/or rescuing.

## **Search Team Leader**

- The Team Leader will remain outside the structure being searched.
- The Team Leader will provide additional equipment to the Team Members from the Team Backpack.
- The Team Leader will be in charge of communication between the Team and the Command Post. They will make requests for a Rescue Team, or for medical assistance.
- The Team Leader will be responsible for documenting locations of victims, as well as buildings searched. This will include marking buildings in the following manner:
  - A. When the Team enters a building, mark the wall on the doorknob side with a large single slash.
  - B. When everyone on the Team exits the building, cross the first slash with a second slash, forming a large X.

**Search and Rescue Team Procedures continued**

- C. Use the X to record the following information.



***NOTE: Each Team making an entry creates their own mark.  
Do not change the status on the previous marks.***

### **Search Team Member**

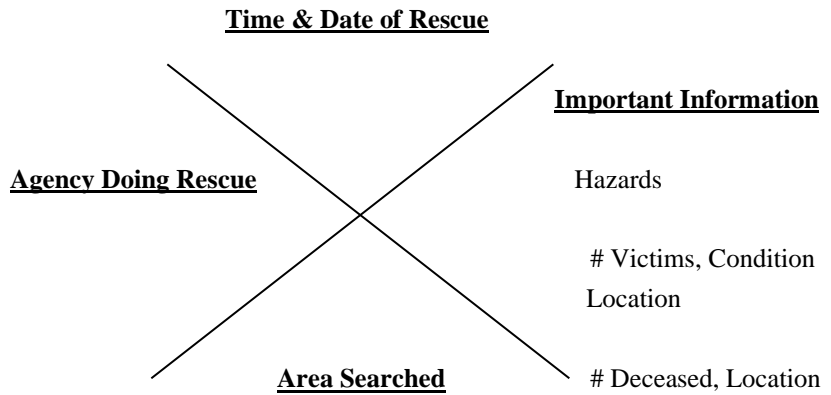
- Search for victims under the direction of the Search Team Leader.
- Act as Rescue Team Member as directed.
- Assist as directed by the Incident Commander.

### **Search and Rescue Team Procedures continued**

#### **Rescue Team Leader**

- The Team Leader will remain outside the structure being searched.
- The Team Leader will provide additional equipment to the Team Members from the Team Backpack, or mobile supply bin.
- The Team Leader will be in charge of communication between the Team and the Command Post. They will make requests for a Rescue Team, or for medical assistance.
- The Team Leader will be responsible for documenting locations of victims, as well as buildings searched. This will include marking buildings in the following manner:

- A. When the Team enters a building, mark the wall on the doorknob side with a large single slash.
- B. When everyone on the Team exits the building, cross the first slash with a second slash, forming a large X.
- C. Use the X to record the following information.



***NOTE:***     *Each Team making an entry creates their own mark.  
Do not change the status on the previous marks.*

## **Search and Rescue Team Procedures continued**

### **Rescue Team Member**

- Rescue trapped and immobile for victims under the direction of the Search Team Leader.
- Triage injured victims as necessary
- Provide first aid during the rescue process.
- Act as Search Team Member as directed.
- Assist as directed by the Incident Commander.

## **DAMAGE / UTILITIES TEAM**

The Damage / Utilities Team will coordinate activities with the Incident Commander as required. They are responsible for the identifying damage to the school site, the identification of non-functioning or broken utilities, and minimizing their impact. The effective response of the Damage / Utilities Team includes shutting down facility air handling systems, and gas, power or water supplies when necessary. They will coordinate with the Incident Commander, and Maintenance Director, to ensure the proper authorities are notified in the event utility service is lost or interrupted by damage. The Damage / Utility Team may be assigned to security or other tasks as designated by the Incident Commander.

### **Assignments**

Damage / Utilities Team Leader: Cesar Uribe (Elementary School), Daniel Cortes, and Eric Callaway (High School)

### **Roles and Responsibilities**

#### **Damage / Utilities Team Leader**

The Damage / Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. Predetermine the location of utility shut offs, identify the procedure to turn them off in a safe manner, and obtain the tools needed to perform the task.

#### **Damage / Utilities Team Members**

The members of the Damage / Utilities Team are responsible for conducting a survey of damage, as well as surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. Specific duties of the members of the Security/Utilities Team may include:

- Assessing damage to school facilities. Creating a list of any damage and passing the information to the Incident Commander.
- If necessary, turn off water lines, electrical power and gas service. Coordinate with the Maintenance Director if possible before turning off service. Create a list of services turned off, include date and time turned off, and name of person who actually turned off the service.
- Turn off air conditioning systems during “Shelter in Place”.
- Perform other tasks as directed by the Incident Commander.

#### **DAMAGE / UTILITIES TEAM ASSEMBLY LOCATION**

Inside: Boardroom of District Office

Outside: Outside by Flagpole

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will advise the Incident Commander of any damage they located during their response to the assembly location.

#### **Supplies and Equipment**

TBA

## **SUPPLY / EQUIPMENT POSITION**

The Supply/Equipment Person is responsible for ensuring the orderly distribution and control of supplies and equipment from the school site's Emergency Supply Bin.

### **Assignments**

Supply / Equipment Person: Dori Haslam (Elem.) & Alicia Muniz (HS)

### **Roles and Responsibilities**

Specific duties of the Supply / Equipment Person may include:

- Opening the Emergency Supply Bin.
- Ensuring an orderly distribution of supplies and maintaining record of recording who drew what supplies from the bin.
- Reporting equipment and supply needs to the Incident Commander.
- Assisting other teams as directed by the Incident Commander.

### **Team Assembly Location**

Inside: HS and ES office

Outside: Outside by flagpole

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **Supplies and Equipment**



**TBA**

**CLERICAL / STUDENT RELEASE TEAM**

The Clerical / Student Release Team is responsible for continuing the normal school functions of accounting for and releasing students, during an emergency situation, or natural disaster. The team is also responsible for accounting for staff and visitors on campus during an emergency or disaster.

School Officials are legally responsible for the safe release of students to authorized individuals. That responsibility continues even during an emergency or disaster. Failure to adequately fulfill this function results in a loss of confidence in the community, as well as opening the district to civil litigation.

Without proper training of personnel involved who will be expected to perform duties during a crisis, the Emergency Release / Family Reunification process, will fail to work properly. The Principal at each site should make certain that organized training sessions are conducted on a regular basis, to ensure the Emergency Release / Family Reunification process works well during an actual emergency.

The Clerical / Student Release Team is made up of the school's Office Manager and Clerical Staff. Additional members may be added by the Incident Commander.

**Assignments**

Clerical / Student Release Team Leader: *Alleigh Cortes (CVHS)*

*Mary Jo Harrington (Elem.)*

## **Clerical / Student Release Team continued**

### **Roles and Responsibilities**

#### **Clerical / Student Release Team Leader**

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Assembly Area Team Leader is responsible for the process of *accounting for* and *releasing students*, during an emergency situation or natural disaster. The Assembly Area Team Leader is also responsible for accounting for staff and visitors on campus during an emergency or disaster.

#### **Clerical / Student Release Team Members**

The members of the Clerical / Student Release Team are responsible for accounting for students, staff and visitors, during an emergency situation. They are also responsible for releasing students in an orderly, organized manner after an emergency release has been authorized by the Incident Commander. Specific duties of Team members may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering Injury and Missing Persons Reports from each teacher and submitting them to the Clerical / Student Release Team Leader.
- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Ensuring students are released to authorized persons.
- Ensuring that appropriate records are maintained, and that each child is recorded as missing, present, released, transported, or deceased.
- Assist other teams as directed by the Incident Commander.

## **Clerical / Student Release Team continued**

### **Supplies and Equipment**

The Principal will ensure that prior to an emergency, clerical staff and other designed members of the Clerical / Student Release Team prepare the evacuation cart described below.

### **Evacuation Cart**

A box will be pre-positioned in the office of each school site. That box will be used to transport items necessary to release students and fulfill other operational responsibilities from a remote location. The following items are to be loaded into the box in the event an office evacuation is ordered:

- File Boxes Containing Student and Staff Emergency Cards
- Updated Roll Sheet
- Emergency Radio, Extra Battery
- School Site Radio, and Extra Battery
- Box of Designated (Site) Radios and Batteries
- Visitor Sign in Book
- Student Check Out Book
- Attendance Records
- Digital Camera, Extra Battery, Extra Memory Chip (Recommended)

**Additional Supplies are stored in the Emergency Bin, located at each school site. Those Supplies include tables, barricades, bulletin boards, and other items necessary to establish a command post and emergency student release area.**

### **Team Assembly Location**

Inside:        *School Office*

Outside:      *School (main entrance)*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **Food and Water Team**

The Food and Water Team is responsible for emergency food and water supplies and distribution. Emergency food and water are stored in each school's Emergency Supply Bin. Additional emergency water is stored in some classrooms at each school.

### **Assignments**

Food & Water Team Leader: Maria De Los Santos & Angelica Mora

Food & Water Team Member: Pam Mitzel (Both) & Tatyay Navarro (Elem)

### **Roles and Responsibilities**

#### **Food & Water Team Leader: Maria De Los Santos**

Specific duties of the Food & Water Team Leader may include:

- Ensuring an orderly distribution of supplies, and maintaining record of what supplies have been used, and what supplies remain.
- Reporting shortages to the Incident Commander.

Specific duties of the Food & Water Team Member may include:

- Utilizing emergency supplies, set up stations where food and water rations will be distributed.
- Distribute emergency rations of food and water in an organized, orderly manner.
- Assisting other teams as directed by the Incident Commander.

### **Team Assembly Location**

Inside: Boardroom (Elem.) and Cafeteria (HS)

Outside: Outside by Flagpole (Elem. & HS)

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **Food and Water Team continued**

### **Supplies and Equipment**

The Incident Commander may adjust the size of the Team to meet the circumstances.

Sanitation / Shelter Team Leader:

### **Water: TBA**

### **Food:**

For extended emergencies, our primary source of food will be storage in our cafeteria storage areas, located at each site. In the event one or more food storage areas are inaccessible, we can bring supplies to that site from our other locations.

**Note:** In the event of prolonged power loss, a plan will be in place to utilize perishable food items first.

In preparation for the unlikely event all food storage areas are inaccessible, we will store sufficient “high energy” food bars to provide 10 servings to each student and staff member. This ration will be stored in each site’s emergency bin, inside, sealed, rodent proof storage tubs. To prevent spoiling, a rotation program will be implemented. At the end of each school year, the bars can be used in the lunch program, and replaced with fresh rations.

Water coolers and disposable drinking cups are also stored inside each Emergency Supply Bin.

## **SANITATION / SHELTER TEAM**

The Sanitation / Shelter Team is responsible for setting up sanitation areas, which consist of portable privacy shelters, portable toilets, and hand washing facilities. They will also be responsible for distributing emergency blankets, and other items to provide shelter from the elements. If portable shelters are available, they will coordinate the distribution and set up of the shelters.

Supplies for the Sanitation Shelter Teams are located in each school's emergency Supply Bin.

### **Assignments**

The Incident Commander may adjust the size of the team to meet the circumstances.

Sanitation / Shelter Team Leader (Elem.): Liz Alarcon

Sanitation / Shelter Team Leader (HS): Lillian Hernandez

Sanitation / Shelter Team Member:

### **Roles and Responsibilities**

#### **Food & Water Team Leader**

Specific duties of the Sanitation / Shelter Team Leader may include:

- Organizing distribution of sanitation and shelter supplies from the Emergency Supply Bin, to members of the team.
- Supervising the set-up of male and female sanitation areas.
- Supervising the set-up of a hand washing station adjacent to the sanitation area.
- Designation of an area where used waste bags will be stored.

- As necessary, supervise the distribution of emergency blankets, and other items to provide shelter from the elements.
- Coordinate with the Incident Commander to ensure sanitation requirements are being met.

### **Sanitation / Shelter Team continued**

Specific duties of the Sanitation / Shelter Team member may include:

- Assist with the distribution of sanitation and shelter supplies from the Emergency Supply Bin.
- Set up male and female sanitation areas, under the direction of the Sanitation / Shelter Team Leader.
- Set up of a hand washing station adjacent to the sanitation area.
- As needed, move used waste bags to the designated storage area.
- As instructed, distribute emergency blankets, and other items to provide shelter from the elements.

### **Team Assembly Location**

Inside:

Outside:

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **Supplies and Equipment**

Supplies and equipment are stored in the Emergency Response Bins. Additional sanitation supplies are stored in each classroom.

## **SITE SECURITY TEAM**

The Site Security Team is responsible for ensuring security of the District Office as directed by the Incident Commander. Traffic Control and other security concerns which develop off CJUSD property, should be referred to the Santa Barbara County Sheriff's Department.

In the event the Site Emergency Team cannot provide the necessary level of security, assistance should be requested from the Santa Barbara Police Department.

During an emergency response, additional personnel are available from the District Office.

### **Assignments**

Site Security Team Leader: Alberto Panchi (HS) & Selina Martinez (Elem.)

Site Security Team Member: Nette Fonseca, Rosemay Funkhouser

Site Security Team Member: Yenica Rodriguez

Site Security Team Member: Kimberly Rivera (ES & HS)

### **Roles and Responsibilities**

Specific duties of the Site Security Team Leader may include:

- Coordinating with the Incident Commander to develop a security response.
- Coordinating communication between the team and the command post.
- Coordinating distribution of supplies and equipment.
- Coordinating Team activities with law enforcement.
- Assigning duties to Site Security Team Members.



## **Site Security Team (continued)**

Specific duties of the Site Security Team Leader may include:

- Responding to security requirements as directed by the Incident Commander, Team Leader, or Law Enforcement Official.
- Greet and direct parents.
- Remove campus intruders.
- Assist other teams as directed by the Incident Commander.
- Report all criminal activity to law enforcement, “Be a good witness”.

### **Team Assembly Location**

Inside: District Office

Outside: Entrance Gate

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

### **Supplies and Equipment**

- Site Radios
- Colored Vests
- Photo I.D. Badge
- Whistle
- Pen and writing pad

Recommended Items:

- Cell Phone
- Flashlight
- Traffic Cones
- Traffic Barricades
- Bull Horn
- Barrier Tape

## **6. PREPAREDNESS PROCEDURES**

### **Management**

1. The Administration will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary should be used for this purpose.
2. The Administration will designate primary and secondary Command Post locations and ensure that these locations are identified in the document.
3. The Administration will ensure effective communication between the Command Post and Team Leaders during an emergency.
4. The Administration will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
5. The Administration will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

### **Planning / Intelligence**

1. The Administration will ensure that all team members receive proper training in the use of communication equipment.
2. The Administration will ensure all teams are provided with instructions for the use and maintenance of maps and “status boards” at the Command Post.

### **Operations**

1. The Administration will ensure that this plan includes procedures for the following:
  - Administering first aid;
  - Activating and performing search and rescue operations;
  - Ensuring site security;
  - Conducting damage assessments;
  - Evacuation; and
  - Student release operations.

## **Preparedness Procedures**

2. The Administration will ensure appropriate training is provided for the following teams:
  - First Aid/Medical Team
  - Crisis Management and Counseling Team
  - Search and Rescue Teams
  - Clerical and Student Release Team
  
  - Administration will ensure that routine emergency response drills are conducted at the school to rehearse emergency response operations.
  
  - Drills will be conducted at elementary and high school at least once per month.

## **Logistics**

1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
2. The Principal will work in conjunction with the District Safety and Disaster Coordinator to ensure that adequate emergency supplies are maintained and readily available for emergency use. *Please refer to the emergency supply list which will accompany this document (yellow container & tote, medical bags)*

## **Finance / Administration**

The Principal will assure the following:

1. Purchase of all required emergency preparedness and response equipment and supplies.
2. Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

The principal may utilize resources at the District Office to assist with finance, or logistical needs. ( *Refer to the District Office Emergency Response section of this document* )

## **7. INITIAL RESPONSE TO EMERGENCIES**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

### **IDENTIFY TYPE OF EMERGENCY**

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

Aircraft Crash  
Animal Disturbance  
Armed Assault on Campus  
Biological or Chemical Release  
Bomb Threat  
Bus Disaster  
Disorderly Conduct  
Earthquake  
Explosion/Risk of Explosion  
Fire in Surrounding Area  
Fire on School Grounds  
Flooding  
Loss or Failure of Utilities  
Motor Vehicle Crash  
Psychological Trauma  
Suspected Contamination of Food or Water  
Threat of Violence  
Unlawful Demonstration/Walkout

## IDENTIFY LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

**Level 1 Emergency:** A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

**Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

**Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

## DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck Cover and Hold
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

## **8. IMMEDIATE RESPONSE ACTIONS**

### **DUCK COVER AND HOLD**

This action is taken to protect students and staff from flying or falling debris.

#### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

## **SHELTER-IN-PLACE**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and /or building air conditioning systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the air conditioning systems and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

### **Description of Action**

**1. P.A. Announcement:**

**“ SHELTER IN PLACE, SHELTER IN PLACE, SHELTER IN PLACE”**

Followed by: (3) Long Bells

Turn off the regular bell schedule for the duration of the EMERGENCY !!

***Repeat Sequence of Announcements and Bells (3) Times !***

- 2.** The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. Messengers will not be used while the emergency is in effect. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

## **SHELTER IN PLACE continued**

- “YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

**Incident Commander ( Principal ):** As soon as possible, the incident commander should notify the District office by phone or radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the Alert Solutions phone system be initiated to provide timely information and instructions to the parents.

1. If inside, teachers should check the hallway and area adjacent areas, before locking their exterior doors. Any students moving from one location to another should be pulled into the closest room.
2. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of a known hazard and, if necessary, proceed to an alternative indoor location.
3. Adults supervising students outside, should direct all students into the nearest classroom or building. Ensure that all students who were outside when the Secure In Place was initiated, find shelter. After all students have been secured, seek shelter yourself.



## **SHELTER IN PLACE continued**

4. Custodians will shut down all external or centralized air conditioning systems.
5. Teachers are responsible to secure individual classrooms as needed:
  - Shut down their classrooms' individual air conditioning system.
  - Close and lock doors and windows. Seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. Students who are away from their regular classroom, but inside a building with adult supervision, should remain there. The adult in charge will secure that location.
7. Students inside restrooms, or other locations without adult supervision, should immediately report to the closest classroom or building. If the door is locked and they are not allowed inside they should proceed to the office.
8. As soon as possible, each teacher or adult who has students under their supervision, should ensure that the command post receive the following information:
  - Name and location
  - Number and nature of injuries
  - Total number of students
  - Names of any missing students
  - Names of any students not normally under your supervision, along with their regular room number
  - Total number of adults
  - Names and titles of adults (maintenance worker, teacher, visitor, etc.)

**SHELTER IN PLACE continued:**

9. Office personnel will utilize this information to ensure the following:

1. Appropriate medical assistance has been requested
2. Account for all students, staff and visitors

10. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

11. If someone arrives during the emergency, use your best judgment, based on the facts available to you.

12. Students and staff will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.

Be prepared for an extended lockdown. Plan on providing toilet facilities with what you have at hand. If a portable toilet is not available, use a trash can and plastic liner. Provide privacy as best you can, using closet doors, butcher paper etc.

## **SHELTER IN PLACE continued:**

### **All Clear**

13. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an “All Clear” announcement will be made, followed by appropriate instructions.

P.A. Announcement: **“ALL CLEAR, ALL CLEAR, ALL CLEAR”**

The P.A. announcement will be followed by an appropriate set of instructions. Following the “All Clear”, do not release students, or take any actions until instructions are received.

Examples:

1. “RESUME NORMAL OPERATIONS”
2. “DISMISS STUDENTS”
3. “IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM.”

14. In the event crowd control is required, the Incident Commander , ( Principal ), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

- Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
- Prevent unauthorized personnel from entering the campus
- Direct parents and other members of the public to the location of the PIO ( Public Information Officer )
- If appropriate, direct parents to the Emergency Release Area

**SHELTER IN PLACE continued:**

15. If necessary counselors will be requested and set up, at a location on campus.

16. The Public Information Officer ( PIO ) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

- **Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus**

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## **LOCK DOWN**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement. The procedure is utilized to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations until the “All Clear” is given.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the air conditioning systems and allows for the free movement of students within the building. During a lockdown, all movement is restricted.

### **Description of Action**

#### **3. P.A. Announcement:**

**“ LOCKDOWN, LOCKDOWN, LOCKDOWN”**

Followed by: (3) Long Bells

***Repeat Sequence of Announcements and Bells (3) Times !***

**Turn off the regular bell schedule for the duration of the lockdown !**

**LOCK DOWN continued:**

4. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. Messengers will not be used while the emergency is in effect. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM. SUPPORT PERSONNEL MOVE INSIDE THE NEAREST BUILDING, LOCK ALL DOORS AND WINDOWS.”

The lockdown does not automatically institute Safety Position actions. Although classroom lights are turned off, and window coverings are drawn, teaching can continue, unless a Safety Position is called for.

If there is an immediate threat, or if an intruder is believed to be on campus, the Principal or their designee will make the following announcement on the P.A. System.

SEEK A POSITION OF SAFETY. ALL STUDENTS AND STAFF ARE TO LIE ON THE FLOOR. REMAIN QUIET, AND OUT OF SIGHT OF WINDOWS.

Any adult in charge of students may institute the Safety Position action, based on their own observations. Those observations may include, audible gunshots, yelling, visual sighting of an intruder, or someone trying to enter the room without identifying themselves.

## **LOCK DOWN continued:**

**Incident Commander ( Principal ):** As soon as possible, the incident commander should notify the district office by phone or radio. They should be prepared to provide an updated summary of the situation. The CJUSD phone system will be initiated, in order to provide timely information and instructions to the parents. A CJUSD message will be sent out by the District Office, anytime a lockdown is initiated.

5. If inside, teachers should check the hallway and area adjacent areas, before locking their exterior doors. Any students moving from one location to another should be pulled into the closest room.

Remember that our goal is to secure all students and staff inside a locked location. If a student or staff member requests access to your locked location, evaluate whether or not you can safely let that person in. If you can do so without jeopardizing those already inside your location, bring that person inside and relock your door. If you can't identify the person, or cannot safely open your door, send the person to the office.

6. Students who are away from their regular classroom, but inside a building with adult supervision, should remain there. The adult in charge will secure that location.
7. Students inside restrooms, or other locations without adult supervision, should immediately report to the closest classroom or building. If the door is locked and they are not allowed inside they should proceed to the office.
8. Adults supervising students outside, should direct all students into the nearest classroom or building. Ensure that all students who were outside when the lock down was initiated, find shelter. After all students have been secured, seek shelter yourself.

**LOCK DOWN continued:**

9. Exterior Gates should not be locked. Locked gates obstruct emergency responders and create barriers in the event students must be evacuated. Exterior building doors do not need to be secured.
10. Custodians should seek shelter as soon as the lock down is announced. Not only is the custodian's individual safety being important, but the custodian also carries a set of keys. If the keys were to be obtained by a suspect, they could allow access to every locked door on campus.
11. If your room has curtains or shades, close them. Turn off any interior lights.
12. If gunshots are heard, or if deemed necessary by the adult in charge, begin “seek shelter procedures.” Move students into positions where there is limited visibility from outside windows.

Special needs students should be assisted as necessary. Students in wheelchairs should not be taken out of their chairs unless there is a threat of imminent danger.

13. As soon as possible, each teacher or adult who has students under their supervision, should ensure that the command post receive the following information:
  - Name and location
  - Number and nature of injuries
  - Total number of students
  - Names of any missing students
  - Names of any students not normally under your supervision, along with their regular room number
  - Names and titles of adults (maintenance worker, teacher, visitor, etc.)



**LOCK DOWN continued:**

14. Office personnel will utilize this information to ensure the following:

3. Appropriate medical assistance has been requested
4. Account for all students, staff and visitors

15. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, i.e. an intruder is on campus, law enforcement will be advised of the missing person, and will conduct the search. In that case, no district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

16. If someone arrives during the emergency, use your best judgment, based on the facts available to you, whether or not you allow them inside. If the new arrival is an unaccompanied student, bring them inside if at all possible. If the new arrival is an adult, or an adult accompanied by a child, attempt to communicate the nature of the emergency to them, and send them away.

17. Students and staff will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.

Be prepared for an extended lockdown. Plan on providing toilet facilities with what you have at hand. If a portable toilet is not available, use a trash can and plastic liner. Provide privacy as best you can, using closet doors, butcher paper etc.

## **LOCK DOWN continued:**

16. A green and red card is located in each emergency backpack. If there is no emergency inside your room, tape the green card to a window on the door. If someone needs immediate assistance, tape the red card to the window located on the door. The card can also be slipped under the door, if no windows are located nearby. Skip this procedure, if it cannot be safely accomplished. This step will allow emergency responders to move past your location if there is no emergency inside.

## **All Clear**

17. Once the threat has been resolved, the Incident Commander will advise the district office of the situation. They will advise the district office of any information, or special instructions they want sent to parents through the CJUSD system. The District Office will send a CJUSD message advising parents that the situation has been resolved and informing them of any special instructions.
18. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an “All Clear” announcement will be made, followed by appropriate instructions.

P.A. Announcement: **“All CLEAR, ALL CLEAR, ALL CLEAR”**

The P.A. announcement will be followed by an appropriate set of instructions. Teachers: Following the “All Clear”, do not release students, or take any actions until instructions are received.

- Examples:
1. “RESUME NORMAL OPERATIONS”
  2. “DISMISS STUDENTS”
  3. “IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM.”

## **LOCK DOWN continued:**

19. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

- Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
- Prevent unauthorized personnel from entering the campus
- Direct parents and other members of the public to the location of the PIO (Public Information Officer)
- If appropriate, direct parents to the Emergency Release Area

20. If necessary, counselors will be requested and set up, at a location on campus.

21. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

22. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

Remember that under no circumstances, are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus.

## **EVACUATE BUILDING**

This action is taken after the decision is made that it is unsafe to remain in the building. The Incident Commander needs to determine if the designated Emergency Assembly Area is appropriate, considering the nature of the emergency. If not, direct the evacuation to the pre-selected Alternate Emergency Assembly Area.

### **Description of Action**

1. P.A. Announcement:

#### **“EVACUATE BUILDING, EVACUATE BUILDING, EVACUATE BUILDING”**

Followed by: (3) Short Bells (Fire Drill Bell Sequence)

***Repeat Sequence of Announcements and Bells At least (3) Times!***

Turn off regular bell schedule for the duration of the EMERGENCY

2. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OUTDOOR EMERGENCY ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR EMERGENCY BACKPACK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

**Incident Commander (Principal):** As soon as possible, the incident commander should notify the district office by radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the CJUSD phone system be initiated to provide timely information and instructions to the parents.

18. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Emergency Assembly Area*.

### **Evacuate Building continued:**

19. Teachers will take the Emergency Backpack when leaving the building and take attendance once the class is assembled in a safe location.
20. Once assembled, teachers and students will stay in place until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm.
21. If outside, students will proceed to their Emergency Assembly Area.
22. Students inside restrooms, or other locations without adult supervision, should immediately report to their Emergency Assembly Area.
23. Office Staff will evacuate to the designated Outdoor Command Post. They should take the Emergency Operation Box with them. It should include all items necessary to account for students and staff, such as roll sheets, staff rosters, and visitor sign in books.
24. As soon as possible, each teacher or adult in charge of students that the command post receives the following information:
  - Name and location
  - Number and nature of injuries
  - Total number of students
  - Names of any missing students
  - Names of any students not normally under your supervision, along with their regular room number
  - Total number of adults
  - Names and titles of adults (maintenance worker, teacher, visitor, etc.)

**Evacuate Building continued:**

25. Office personnel will utilize this information to ensure the following:

5. Appropriate medical assistance has been requested
6. Account for all students, staff and visitors

26. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

27. If someone arrives during the emergency, use your best judgment, based on the facts available to you. If the new arrival is an unaccompanied student, accept them and send them to their class at the Emergency Assembly Area. If the new arrival is an Employee, assign them to an appropriate duty. If the new arrival is a child accompanied by an adult, communicate the nature of the emergency to them, and either accept the student, or send them away.

28. Be prepared for an extended period at the Emergency Assembly Area. The Incident Commander should activate Emergency Response Teams or utilize Emergency supplies as necessary to provide for the needs of the students and staff.

Depending on the nature of the emergency, meals may be available through the Food Services Director. Requests for food should be made by the Incident Commander to the Food Services Director via the Emergency Radio.

TBA Emergency Supply situation

**Evacuate Building continued:**

**All Clear**

29. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an “All Clear” announcement will be made, followed by appropriate instructions.

P.A. Announcement: **“All CLEAR, ALL CLEAR, ALL CLEAR”**

The P.A. announcement will be followed by an appropriate set of instructions. Following the “All Clear”, do not release students, or take any actions until instructions are received.

- Examples:
1. “RETURN TO YOUR CLASSROOMS”
  2. “DISMISS STUDENTS”
  3. “IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS IN YOUR ROOM, UNLESS A RUNNER COMES TO EXCUSE THEM.”

14. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the Office. They will pick up walkie-talkies and perform the following functions as directed by the Incident Commander:

- Sweep the campus and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
- Prevent unauthorized personnel from entering the campus
- Direct parents and other members of the public to the location of the PIO (Public Information Officer)
- If appropriate, direct parents to the Emergency Release Area

**Evacuate Building continued:**

15. If necessary, counselors will be requested and set up, at a location on campus.

16. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

- **Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus**



## **OFF-SITE EVACUATION:**

- This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an OFF-SITE EMERGENCY ASSEMBLY AREA is required. The Incident Commander needs to determine if the designated Off Site Emergency Assembly Area is appropriate, considering the nature of the emergency. If not, direct the evacuation to another Alternate Off Site Emergency Assembly Area. Additionally, the Incident Commander needs to determine if the designated evacuation route is appropriate considering the nature of the emergency. If not, they should instruct staff to utilize an appropriate alternate route.

### **Description of Action**

1. P.A. Announcement:

**“EVACUATE THE CAMPUS, EVACUATE THE CAMPUS, EVACUATE THE CAMPUS”**

Followed by: (3) Short Bells (Fire Drill Bell Sequence)

***Repeat Sequence of Announcements and Bells At least (3) Times!***

Turn off regular bell schedule for the duration of the EMERGENCY

2. The Principal or their designee, will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions

**“YOUR ATTENTION PLEASE. WE NEED TO CLEAR THE CAMPUS. INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA. USE THE DESIGNATED EVACUATION ROUTE. (Or Describe the route to be taken) STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR EMERGENCY BACKPACKS AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED.”**

## OFF-SITE EVACUATION CONTINUED

3. **Incident Commander (Principal):** As soon as possible, the incident commander should notify the district office by radio. They should be prepared to provide an updated summary of the situation. The incident commander should also request the CJUSD phone system be initiated to provide timely information and instructions to the parents.
4. Teachers will follow instructions and direct their students in an orderly manner to the designated Off Site Emergency Assembly Area. Use the Designated Evacuation Route unless otherwise instructed.
5. Teachers will take the Emergency Backpack when leaving the building and take attendance once the class is assembled at the Off-Site Emergency Assembly Area.
6. Office Staff will evacuate to the designated Outdoor Command Post. They should take the Emergency Operation Box with them. It should include all items necessary to account for students and staff, such as roll sheets, staff rosters, and visitor sign in books.
7. If outside, unsupervised students, such as those in transit, will immediately report to their classroom.
8. Students inside restrooms, or other locations without adult supervision, should immediately report to their classroom.
9. Once assembled, teachers and students will stay in place until further instructions are given by the Principal or law enforcement. Remember that our chief concern is the physical and emotional wellbeing of the students. Remain calm, and keep the students calm

**OFF SITE EVACUATION continued:**

10. As soon as possible, each teacher or adult in charge of students that the command post receives the following information:

- Name and location
- Number and nature of injuries
- Total number of students
- Names of any missing students
- Names of any students not normally under your supervision, along with their regular room number
- Total number of adults
- Names and titles of adults (maintenance worker, teacher, visitor, etc.)

7. Office personnel will utilize this information to ensure the following:

1. Appropriate medical assistance has been requested
2. Account for all students, staff and visitors

8. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, emergency response personnel will be notified by the Incident Commander. They will search for the missing person. No district personnel will search under those circumstances. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.

**OFF SITE EVACUATION continued:**

9. If someone arrives during the emergency, use your best judgment, based on the facts available to you. If the new arrival is an unaccompanied student, accept them and send them to their class at the Emergency Assembly Area. If the new arrival is an Employee, assign them to an appropriate duty. If the new arrival is a child accompanied by an adult, communicate the nature of the emergency to them, and either accept the student, or send them away.
10. Be prepared for an extended period at the Emergency Assembly Area. Utilize supplies from the Emergency Backpacks as a stopgap measure. During a prolonged evacuation, the Incident Commander should coordinate with other Principals, emergency responders, etc. to obtain necessary supplies and equipment to provide for the needs of the students and staff.

Depending on the nature of the emergency, meals may be available through the Food Services Director. Requests for food should be made by the Incident Commander to the Food Services Director via the Emergency Radio.

Emergency medical supplies, water, food, shelter and restroom facilities are available in each School's Emergency Supply Bin. If the School's Bin is accessible, the Incident Commander can coordinate with the Maintenance Director to have his personnel transport the necessary material from the Bin to the Off-Site Emergency Assembly Area. In the event the School's Bin is not accessible, the Incident Commander can coordinate the acquisition of supplies from another school.

## **OFF SITE EVACUATION continued:**

### **All Clear**

11. Each incident is unique and can have a multitude of ending scenarios. Please be flexible and follow the directions from the command post. When the incident is resolved, an “All Clear” announcement will be made, by the Incident Commander at the time the All Clear is given, appropriate instructions should be provided to ensure a smooth transition to the next phase of activity.

- Examples:
1. “RETURN TO CAMPUS”
  2. “IMPLEMENT EMERGENCY RELEASE PROCEDURES. CONTINUE TO KEEP ALL YOUR STUDENTS WITH YOU, UNLESS A RUNNER COMES TO EXCUSE THEM.”

14. In the event crowd control is required, the Incident Commander, (Principal), will call for the Search and Rescue Teams. The teachers on those teams will take their classes to a pre appointed teacher for safe keeping, and report to the Command Post. They will perform the following functions as directed by the Incident Commander:

- Sweep the Off-Site Emergency Assembly Area and remove all unauthorized personnel, including parents. Request assistance from law enforcement as necessary.
- Prevent unauthorized personnel from entering the Off-Site Emergency Assembly Area
- Direct parents and other members of the public to the location of the PIO (Public Information Officer)
- If appropriate, direct parents to the Emergency Release Area

15. If necessary, councilors will be requested and set up, at a location accessible to students, their families, and staff.

**OFF SITE EVACUATION continued:**

16. The Public Information Officer (PIO) will provide appropriate information to the public, and members of the media. Requests for information from the media, will be directed to the PIO, at whatever location designated by the PIO.

17. No staff will be allowed to leave until directed to do so. Depending on the nature of the event, there may be a debriefing explaining exactly what occurred, and how it was handled. All questions should be answered as thoroughly as possible

- Remember that under no circumstances are staff permitted to speak to the media. Refer all requests for information to the PIO. Do not allow students to be interviewed on campus

## **9. EMERGENCY PROCEDURES**

This section describes the specific procedures school staff will follow during the seventeen emergencies listed below:

- Animal Disturbance
- Assault on Campus (Armed or Unarmed)
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration / Walkout

It is important to note that school administrators ( Principals ) are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as “Incident Commander”.

## **ANIMAL DISTURBANCE**

This procedure should be implemented when the presence of any animal, wild or domestic, which threatens the safety of students or staff. Examples are dogs, coyotes, mountain lions, bees etc.

### **Procedure**

1. The Incident Commander ( Principal ) will initiate appropriate Emergency Response Actions, which may include LOCK DOWN, SECURE IN PLACE, or EVACUATE BUILDING.
2. If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Emergency Assembly Area. If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION.
3. In the event of an evacuation, teachers will bring their Emergency Backpacks, which include their student roster. Once in the Emergency Assembly Area, they will take roll to account for students. Teachers will notify the Command Post of missing or injured students.
4. Upon discovery of an animal, staff members will attempt to isolate the animal from students if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Close doors or gates if it assists in segregating the animal.
5. If additional outside assistance is needed, the Incident Commander will call “911” and provide the location of the animal and nature of emergency. The 911 Operator will forward the call to the appropriate agency. Do not call Animal Control or the Department of Fish and Game directly.
6. If the incident is significant, the Incident Commander will contact the District Office and advise them of the situation. If appropriate, the Incident Commander should request a Connect-Ed message be sent advising parents of the nature of the emergency and advising them not to come to the school.
7. Advise the Command Post of any student or staff injuries. First aid will be provided by the Medical Team. In the event the injuries require additional treatment, the command Post will be advised, they will contact 911, and request appropriate medical attention. Be prepared to give the exact location of the victim(s) their approximate ages and the nature of the injury(s).
8. The Incident Commander or their designee will call the District Office and provide periodic updates.



## **ARMED ASSAULT ON CAMPUS**

An **Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and / or staff. Such an incident may involve unarmed individuals, individuals actually possessing weapons such as a gun, a knife or other harmful devices, or persons simulating a weapon.

### **Procedure**

1. Upon first indication of an assault, personnel should immediately notify the Incident Commander (Principal).
2. The Incident Commander will initiate the appropriate Emergency Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The Incident Commander will call “911” and provide the exact location and nature of the incident. The Incident Commander should designate a person to remain online with 911 if safe to do so.
4. As soon as possible, use established procedures to account for students and staff. If it is determined that someone is unaccounted for, the campus will be searched in an effort to locate that individual. If there is imminent danger, i.e., an intruder is on campus, law enforcement will be advised of the missing person, and will conduct the search. In that case, no district personnel will leave a secured area to search. If there is no imminent danger, the principal and other designated staff, not involved in active student supervision, will sweep the campus in an effort to locate the missing person.
5. The Medical Team will provide first aid and if necessary, work with local authorities to ensure injured students and staff, receive medical attention.
6. As soon as possible, the Incident Commander will contact the district office and advise them of the situation. If appropriate, the Incident Commander should request a Connect-Ed message be sent advising parents of the nature of the emergency and advising them not to come to the school.
7. The Incident Commander or their designee will call the District Office and provide periodic updates. Those updates will include a verified list of casualties, and the locations to which they were transported. The Incident Commander will utilize district personnel and equipment and other resources as needed.
8. All media inquiries will be referred to the designated Public Information Officer.
9. The Incident Commander will debrief staff.

## **BIOLOGICAL OR CHEMICAL RELEASE**

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Such releases may be intentional or unintentional. The source may be located on school grounds such as discharge of acid in a school laboratory or may originate off the school site such as an accident involving hazardous materials in proximity of the school, or an explosion at a nearby oil refinery, truck release or agricultural incident.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

Some agents may be in a gaseous state, some a powder, and some may be liquid. Some gases are visible and some invisible. Some gasses are heavier than air and some lighter than air. All these factors need to be taken into account when determining an appropriate course of action.

Principals should determine ahead of time if there are any obvious chemical hazards near their School. If chemicals are stored or manufactured nearby, determine ahead of time what the chemicals are, the characteristics of the chemicals, their effects on humans, and treatment protocols in the event of exposure. Having such information in advance may save valuable time in the event of a release.

## **Scenario 1: Substance Released Inside a Room or Building**

1. The Teacher or Employee who discovers the substance will order the evacuation of that area immediately affected by the contamination. As soon as possible they need to notify the Principal (Incident Commander). The Incident Commander will initiate the appropriate Emergency Response Action. They may include SHELTER IN PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. In the event of evacuation, staff will use designated routes or alternative safe routes, to the Emergency Assembly Area. The area should be located upwind of the affected room or building.
2. The Incident Commander or their designee will call “911”, and provide the exact location (e.g., building, room, area) and nature of emergency.
3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the CJUSD phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.
4. The Incident Commander will instruct the Search and Rescue Team isolate and restrict access to potentially contaminated areas. A Team Member should be designated to guide Emergency Responders to both the contaminated area and location of those who were exposed.
5. The Custodian will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air conditioning system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the Medical Team should assess the need for medical attention.
7. The Command Post will compile a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. This information must be passed on to any emergency responders. The School Administrator will complete the Biological and Chemical Release Response Checklist.
8. If necessary, the incident commander will request the Psychological First Aid Team, who will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the Santa Barbara County Fire Department, appropriate agencies, or the Incident Commander provides clearance.

## **SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED**

1. The Incident Commander will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will initiate the appropriate Emergency Response Action. They may include SHELTER IN PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION. In the event of evacuation, staff will use designated routes or alternative safe routes, to the On or Off Site, Emergency Assembly Area. The area should be located upwind of the affected area.
2. The Incident Commander or their designee will call “911”, and provide the exact location (e.g., building, room, area) and nature of emergency.
3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the CJUSD phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.
4. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
5. The Command Post will compile a list of all people who have been affected by the substance, or otherwise contaminated. This information must be passed on to any emergency responders. The School Administrator will complete the Biological and Chemical Release Response Checklist.
6. If necessary, the incident commander will request the Psychological First Aid Team, who will convene onsite and begin the process of counseling and recovery.
7. Any affected areas will not be reopened until the Santa Barbara County Fire Department, appropriate agencies, or the Incident Commander provides clearance.

### **SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY**

1. If the Incident Commander or local authorities determine a potentially toxic substance has been released to the atmosphere, the Incident Commander will initiate the appropriate Emergency Response Action. They may include SHELTER IN PLACE, or OFF-SITE EVACUATION. In the event of evacuation, staff will use designated routes or alternative safe routes, to the On or Off Site, Emergency Assembly Area. The area should be located upwind of the affected area.
2. The Incident Commander or their designee will call “911”, and provide the exact location (e.g., building, room, area) and nature of emergency.
3. As soon as possible, the Incident Commander will notify the District Office, and advise them of the situation. They will request initiation of the CJUSD phone system, in order to notify parents of the nature of the situation, and to advise them not to come to the school.
4. The school will remain in a SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION condition until appropriate agency, or the Incident Commander provides clearance.

## **BOMB THREAT**

This protocol is initiated by receipt of a bomb threat, or discovery of a suspicious device. The threat can be received by telephone, note, e-mail, personal delivery, or from police or fire personnel.

Bomb threats are much more common than either actual explosive devices, or explosions. In general, threats or advanced warnings are not given when a bomb is actually going to explode. Statistically, when a bomb explodes, there is no warning, and conversely, when threats are made there is normally no explosion.

Threats can be used for various purposes, including creating fear, and disrupting normal activities, or calling attention to an individual or group. A phone threat can be received at any number and may be found on an answering machine at the beginning of the day.

Normally, a threat requires some additional factor to make it “credible”. Determining the credibility of the threat is best left to the professionals, however the Incident Commander or other District Administrator may be asked to make the call, or to provide input. Factors contributing to credibility are age of the caller. Specificity of the threat stated motive, description of the device, or apparent explosives knowledge.

Threats made by students, absent any corroborative facts are normally considered non credible. Non credible threats call for lesser response than either credible threats, or when a suspicious device is actually discovered.

A series of false Bomb Threats create the possibility that the perpetrator is “patterning” the schools response to the threats. By placing the false threats, the perpetrator learns both evacuation routes and emergency assembly areas. If multiple threats are received, it is important that officials recognize the pattern of threats and utilize different evacuation routes and assembly areas.

Routinely examine evacuation areas. Look for evidence of recent digging. Remove trash cans, dumpsters, or other items which could be used to conceal an explosive device. Be suspicious of piles of trash or other debris which appear in an assembly area. Improvised Explosive Devices, or I.E.D.’s is routinely concealed in such items.

## Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – Tell the operator, **“This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”**
2. The person answering the threat call should follow the procedures on the Bomb Threat Checklist. A checklist should be located underneath each phone capable of receiving an outside call. If no checklist is available, try to obtain the following information:
  - When is the bomb going to explode?
  - Where is the bomb right now?
  - What does the bomb look like?
  - What kind of bomb is it?
  - What will cause the bomb to explode?
  - Did you place the bomb? Why?
  - What number can I call you back at?
  - What is your address?
  - What is your name?
3. After receiving the telephoned threat, the person who answered the call should immediately notify the Principal ( Incident Commander ). As soon as practical, the Incident Commander, or their designee will notify the district office and advise them of the situation.
4. If the threat is received through other means, the person receiving the threat will notify the Principal, ( Incident Commander ). The Incident Commander will notify the Santa Paula Police Department via “911” and pass along all information regarding the incident. Attempt to preserve the evidence, i.e., note, or e-mail, by which the threat was conveyed. If it was delivered in person, attempt to gain as much information as possible about the informant. If the informant is cooperative, have them wait for police.
5. If a specific location is identified in the threat, the Incident Commander should evacuate the area, as well as the area surrounding the reported location of the explosive. Use evacuation routes that do not place students or staff in close proximity to the location of a suspected device.
6. While in the area under threat, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio transmissions. Bomb threat experts recommend no radio transmission within 500 feet of a device, or suspected location of a device. Use of any electronic device within the 500’ restriction zone must be cleared in advance with the Incident Commander.

## **Bomb Threat continued:**

7. If a suspicious object is identified, notify the Incident Commander immediately. No attempt should be made to investigate or examine the object. Evacuate the area near the device.
8. If no suspicious device(s) are found, and the threat appears to be unfounded, the Incident Commander ( Principal ) will make the determination as to when to resume normal operations.
9. Based on the search results, the Incident Commander will determine the appropriate Immediate Response Action, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 7.0.
10. The Incident Commander shall update the district office and request necessary assistance. If Police respond, or if students are evacuated from their classrooms, the SwiftK12 system should be initiated.
- 11.** If a device is found, or if police determine the threat to be credible, they will assume command. Once command is shifted to the police department, the Incident Commander will assume a support function, and must obey all lawful orders issued by the on-scene Law Enforcement Personnel. **Do not interfere with the Police.**
12. The Incident Commander should ensure that the physical needs of the students and staff are being met. Keep in mind that there are supplies in the Emergency Bin, and that additional supplies or manpower can be brought in from other campuses. Students can also be walked to a nearby campus, where it may be easier to provide services such as food, or shelter.
13. If requested by the Incident Commander, the Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
14. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. At the conclusion of the incident, the Incident Commander will take the appropriate actions based on the circumstances.
15. After the incident is over, the Incident Commander will complete the Bomb Threat Report.



# BOMB THREAT PACKET

# BOMB THREAT CHECKLIST

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Phone Number Appearing on Caller I.D.: \_\_\_\_\_

- 1.) When is the bomb going to explode?
- 2.) Where is the bomb right now?
- 3.) What does the bomb look like?
- 4.) What kind of bomb is it?
- 5.) What will cause the bomb to explode?
- 6.) Did you place the bomb?
- 7.) Why?
- 8.) What is your address?
- 9.) What is your name?

## Exact Wording of Bomb Threat:

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Phone # at which call was received \_\_\_\_\_ Time Call Received \_\_\_\_\_ Length of Call \_\_\_\_\_

Date Call Received \_\_\_\_\_ Sex of Caller \_\_\_\_\_ Race \_\_\_\_\_ Age \_\_\_\_\_

REMARKS: \_\_\_\_\_

\_\_\_\_\_

Your name: \_\_\_\_\_ Title: \_\_\_\_\_ PH # \_\_\_\_\_ Date \_\_\_\_\_

# **BOMB THREAT CALL INFORMATION**

## **DESCRIBE THE CALLER:**

**Sex of the caller:**    *Male*                      *Female*                      *Unsure*

**Approximate Age of Caller:**

**Caller's voice was (circle all that apply):**

### **SPEED AND PITCH**

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

### **EMOTION**

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

### **QUALITY**

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat
Cracking Voice	Other:	Other:

# **BOMB THREAT CALL INFORMATION**

**DESCRIBE THE CALLER continued:**

## **LANGUAGE**

Language	Accented	Well-spoken
Foul	Audio Taped	Incoherent
Message read	Irrational	Broken
Drunk	Other	Other

**Could you tell if the call was:**

<b>Local?</b>	<b>Long Distance?</b>	<b>Cell Phone?</b>
<b>Was the voice familiar?</b>	<b>Y or N</b>	<b>If yes, how, who if known?</b>
<b>Was the voice disguised?</b>	<b>or N</b>	<b>If yes, how?</b>

## **DESCRIBE THE ATMOSPHERE**

**Could you make out anything said in the background?**

**Background Sounds Heard on the Call (circle all that apply):**

Trains	Airplanes	Party	Children
Quiet	Static	Echo	Street noises
House noises	Voices	Vehicle noise	Animal noises
PA System	Music	Motor	Factory machinery
Office machinery	Other	Other	

## **PERSON WHO RECEIVED CALL**

***Your Name:***

***Your Position:***

***Your Telephone Number:***

***Was a recording of the call made?***

## **BUS DISASTER**

These procedures are for use in the event of an earthquake, serious bus accident, or other emergency, that occurs while students are traveling on a bus.

The vehicle driver is responsible for the safe, and lawful operation of the vehicle. Do not interfere with the driver's responsibilities. In the event the driver is not operating the vehicle in a safe manner, do not hesitate to take action, up to, and including telephoning for assistance.

The district employee in charge of the event will account for all students in their vehicle. They will also be responsible for ensuring the students receive necessary food, water, and medical treatment. They will also be responsible for the behavior of the students in their charge.

### **Procedure**

1. In the event of an earthquake, the driver should instruct the passengers to **DUCK AND COVER**. In the event the driver does not, any other adult on board, may make the announcement.
1. After the shaking stops, check for injuries and provide first aid as appropriate.
2. If the bus is disabled, stay in place until help arrives.
3. Contact the Principal, as soon as possible, and report the location and condition of students and staff.
4. The Principal will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.
5. If conditions permit, the driver should be instructed to continue to the original destination.
6. If it is impossible to continue to the original destination, attempt to return to school. If it is not possible to safely return to school, proceed to the nearest designated shelter, or safe area. Upon arriving, notify the Principal. Adults should remain with the children until further instructions are received from the Principal.

## **BUS DISASTER CONTINUED**

1. In the event the bus is involved in an accident, follow the instructions of the driver. Evacuate only in the event of fire, or another life-threatening emergency situation.
2. As soon as possible, call “911”. Provide the exact location of the bus and wait for arrival of emergency responders. Police must respond to any accident involving a school bus. Do not allow the driver to leave the scene of the accident before the arrival of Police.
3. If students are evacuated from the bus, ensure that they remain out of traffic. Move them as far from the roadside as practical.
7. Check for injuries and provide appropriate first aid.
8. Contact the Principal, as soon as possible, and report the location and condition of students and staff.
9. The Principal will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.
10. If conditions permit, the driver should be instructed to continue to the original destination.
11. If it is impossible to continue to the original destination, attempt to return to school. If it is not possible to safely return to school, proceed to the nearest designated shelter, or safe area. Upon arriving, notify the Principal. Adults should remain with the children until further instructions are received from the Principal

## **DISORDERLY CONDUCT**

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

### **Procedure**

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff. This action should only be attempted if it is safe to do so.
2. Staff will immediately notify the Principal.
3. The Principal will assume Incident Commander responsibilities, and will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. If appropriate, the Incident Commander will ensure that Police are notified via 911. The caller should be prepared to provide the exact location and nature of the incident. Circumstances requiring Police notification include any violent act, threatened, or actual criminal action. If in doubt, notify Police.
5. If an immediate threat is not clearly evident, the Incident Commander (Principal) or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. Be prepared to take appropriate action if the incident escalates.
7. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
8. As soon as possible, The Incident Commander will notify the district office of the situation.
9. After the incident is resolved, the Incident Commander will notify the district office.
10. An ALL CLEAR can be given, and normal operations resumed as soon as it is safe to do so.

## **EARTHQUAKE**

**Earthquakes** generally occur without warning and may cause minor to serious ground shaking, damage to buildings, interruption of utilities and communication, as well as injuries, or death. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

### **Procedure**

*Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.*

### **Earthquake During School Hours**

1. Upon the first indication of an earthquake, teachers should direct students to **DUCK AND COVER**. Do not wait for a P.A. Announcement.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. If appropriate based on the degree of shaking, the Principal will initiate the **EVACUATE BUILDING** action when the shaking stops. If the event is large enough to do visible damage, or knock items over, evacuation should be undertaken. Staff and students will evacuate the buildings using prescribed evacuation routes. If the prescribed routes are unsafe, use alternate safe routes to the Emergency Assembly Area.
4. In the event of fire, or serious injury, the Incident Commander will call for assistance via 911. If 911 is unavailable, other means of communication may be used, including emergency radios.
5. In the event of an evacuation, Teachers will bring their classroom Emergency Backpacks with them to the Emergency Assembly Area.
6. Use established procedures to account for students and staff.
7. The district office will contact each site to determine whether all students and staff have been accounted for. The Incident Commander is responsible for notifying the Superintendent of any pertinent information, including damage to district property, or loss of utilities.
8. The CJUSD phone system may be used to keep parents informed and give them instructions if necessary.



## EARTHQUAKE CONTINUED

9. The Incident Commander will utilize emergency response teams as necessary, to account for students, staff and visitors. Provide first aid for the injured. Ensure that any deceased persons are blocked from view, by covering them with blankets. Provide for the food, water and sanitation and shelter needs of students and staff. Locate hazards and turn off utilities only if necessary.
10. If injuries have occurred, the Incident Commander will activate the First Aid/Medical Team. They will establish an aid station and provide appropriate first aid to the injured.
11. If everyone is accounted for, and it appears safe to do so, the Incident Commander may activate one or more Search Teams. They can be used to make an initial inspection of school buildings to identify any significant hazard or damage. They will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. If it is determined that anyone is unaccounted for, and it appears safe to do so, the Incident Commander will activate one or more Search Teams. They will perform a search of buildings and grounds, in an effort to locate the missing person, or persons.
13. Before reoccupying any evacuated building. The Incident Commander will confer with the District Superintendent.
14. The Incident Commander will remain flexible to changing conditions and has the option to order an OFF-SITE EVACUATION, or other actions as warranted by circumstances. Conditions which might result in OFF SITE EVACUATION, include threat of fire, or hazardous material release.
15. After consultation with the District Superintendent, the Incident Commander may conclude the incident by initiating the appropriate action. Those may include ALL CLEAR, or implementation of the Emergency Student Release Procedures.
  - Depending on the severity of the earthquake, some students may not be picked up after release. The Incident Commander will utilize personnel and supplies, to provide for the security and material needs of those students.

### **Earthquake During Non- School Hours:**

1. If an earthquake occurs during non-school hours, the Principal from each site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event was of sufficient magnitude to warrant a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.
2. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.
3. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.
4. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.
5. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.

## **Explosion / Risk of Explosion**

This section addresses four possible scenarios involving an **Explosion / Risk of Explosion**:

- Scenario 1 - Explosion on school property
- Scenario 2 – Risk of explosion on school property
- Scenario 3 - Explosion or risk of explosion in a surrounding area, and
- Scenario 4 – Nuclear blast or explosion involving radioactive materials.

*[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]*

It is necessary to first determine which scenario applies and then implement the appropriate response procedures.

### **Procedure**

#### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. In the event of an explosion, all persons should initiate DUCK AND COVER. Do not wait for an announcement.
2. The Principal should consider the possibility of another imminent explosion and take appropriate action.
3. As soon as possible, the Incident Commander, Principal), will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter, based on circumstances.
4. The Incident Commander will call for assistance via 911. If 911 is unavailable, other means of communication may be used, including emergency radios.
5. In the event of an evacuation, Teachers will bring their classroom Emergency Backpacks with them to the Emergency Assembly Area.
6. Use established procedures to account for students and staff.
7. As soon as possible, the Incident Commander will contact the District Office, and advise them of the situation at their site.

## **Explosion / Risk of Explosion continued**

8. The CJUSD phone system may be used to keep parents informed and give them instructions if necessary.
9. The Incident Commander will utilize emergency response teams as necessary, to account for students, staff and visitors. Provide first aid for the injured. Ensure that any deceased persons are blocked from view, by covering them with blankets. Provide for the food, water and sanitation and shelter needs of students and staff. Locate hazards and turn off utilities only if necessary.
10. If injuries have occurred, the Incident Commander will activate the First Aid/Medical Team. They will establish an aid station and provide appropriate first aid to the injured.
11. If everyone is accounted for, and it appears safe to do so, the Incident Commander may activate one or more Search Teams. They can be used to make an initial inspection of school buildings to identify any significant hazard or damage. They will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. If it is determined that anyone is unaccounted for, and it appears safe to do so, the Incident Commander will activate one or more Search Teams. They will perform a search of buildings and grounds, in an effort to locate the missing person, or persons.
13. Before reoccupying any building with visible damage, The Incident Commander will confer with the Director of Maintenance and Operations and the District Superintendent.
14. The Incident Commander will remain flexible to changing conditions and has the option to order an OFF-SITE EVACUATION, or other actions as warranted by circumstances. Conditions which might result in OFF SITE EVACUATION, include secondary explosions, fire, hazardous material release, or smoke.
15. After consultation with the District Superintendent, the Incident Commander may conclude the incident by initiating the appropriate action. Those may include ALL CLEAR, or implementation of the Emergency Student Release Procedures.

## **SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY**

1. The Principal (Incident Commander) will utilize all available information and resources, to determine the nature of the risk, and best course of action. Based on their evaluation, the Incident Commander may elect to initiate an Immediate Response Action. Potential actions may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If an explosion does occur, follow the procedures outlined in the *Explosion on School Property* section of this document.
3. If an explosion does not occur, the Incident Commander will gather all available information and confer with Police, Fire, and other appropriate outside agencies, as well as the District Superintendent. The Incident Commander will determine the current risk level, and take appropriate action based on information and circumstances available to them.

The appropriate actions may include ALL CLEAR, and a resumption of normal operations, or the Incident Commander may elect to cancel the remainder of the school day and initiate an Emergency Student Release. Regardless of the direction chosen, the Incident Commander should ensure that instructions are given in a clear, concise and calm manner, and that an orderly transition occurs.

### SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. The Principal (Incident Commander) will utilize all available information and resources, to determine the nature of the risk, and best course of action. Based on their evaluation, the Incident Commander may elect to remain in SHELTER-IN-PLACE or may initiate another Immediate Response Action. Potential actions may include DUCK AND COVER, EVACUATE BUILDING, or OFF-SITE EVACUATION.
3. If an explosion does occur near the school, follow the procedures outlined in the *Explosion On School Property* section of this document.
4. If an explosion does not occur, but there is a perceived risk of one, the Incident Commander will gather all available information and confer with Police, Fire, and other appropriate outside agencies, as well as the District Superintendent. The Incident Commander will determine the current risk level, and take appropriate action based on the circumstances, and the information and available to them.
5. The appropriate actions may include ALL CLEAR, and a resumption of normal operations, or the Incident Commander may elect to cancel the remainder of the school day and initiate an Emergency Student Release. Regardless of the direction chosen, the Incident Commander should ensure that instructions are given in a clear, concise and calm manner, and that an orderly transition occurs.

#### **SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander (Principal) will ensure that “911” is called. If unable to make “911” contact, utilize other means of communications, including emergency radios. Provide details on the area and personnel affected at the school.
4. After the initial blast, it is not necessary to keep students on the floor. Remove students from rooms with broken windows, extinguish fires, provide first aid, and move students to safe external rallying stations.
5. If safe to do so, the Incident Commander will direct the Utilities Shut Off Team to turn off the school’s main gas supply, local fans and air conditioning systems. Employees will close and lock doors and windows and attempt to seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, if available.
6. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.
7. The Incident Commander should monitor radio or television announcements and initiate further actions as appropriate.
8. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.
9. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Incident Commander issues further instructions.

## **FIRE IN SURROUNDING AREA**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. Wind direction and smoke must also be taken into account.

### **Procedure**

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The Incident Commander (Principal) will ensure that “911” is notified. The caller must be able to provide the location and nature of emergency.
3. The Incident Commander will contact the Santa Barbara county Fire Department and will work with them, to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
4. If the Incident Commander issues the EVACUATE BUILDING, or OFF-SITE EVACUATION action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the designated evacuation site.
5. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.
6. As soon as possible, the Clerical / Release Team will account for all students and staff.
7. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriffs and Fire Departments. Be prepared to provide the name, description and last known location of the missing person.  
  
If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).
8. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.



## Fire in Surrounding Area continued

9. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.
10. Do not resume normal operations, until the appropriate agency provides clearance, and the Incident Commander issues further instructions.

## **FIRE ON SCHOOL GROUNDS**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

### **Procedure**

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building to evacuate to the Emergency Assembly Area. They will signal the fire alarm and report the fire to the Principal.
2. The Incident Commander (Principal) will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Emergency Assembly Area.
3. The Incident Commander will call “911” and provide the exact location (e.g., building, room, area) of the fire.
4. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.
5. As soon as possible, the Clerical / Release Team, will account for all students and staff.
6. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriff and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.  
  
If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).
7. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.
8. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.
9. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.

## Fire On School Grounds continued

10. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.
11. When safe to do so, the Incident Commander will activate the Utility Shutoff Team. They will examine the site, log any utility issues, shutting off any which pose a hazard. Following the survey, the Information will be passed on to the Incident Commander, who will ensure that the appropriate utility company is notified.
12. Do not resume normal operations, until the appropriate agency provides clearance and the Incident Commander issues further instructions.
13. For fires during non-school hours, the Principal from the affected site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.
14. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.
15. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.
16. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.
17. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.
18. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department. Be sure the caller is clear that the "fire is out."

## **FLOODING**

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

### **Procedure**

- A. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. The Incident Commander will call “911” and describe the nature and extent of the flooding.
3. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the Off-Site EVACUATION Area.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. As soon as possible, the Clerical / Release Team, will account for all students and staff.
6. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara County Sheriffs and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.
7. If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).
8. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the circumstances at their site. If appropriate, the District Office may elect to initiate the CJUSD phone system, in order to inform and instruct parents about the situation.
9. Utilize classroom emergency supplies including portable toilets and water as needed. The Incident Commander is responsible for providing for the physical needs of students and staff. If safe to do so, they may choose to designate personnel to distribute emergency supplies from the Emergency Supply Bins.
10. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.

## Flooding continued

11. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.
12. When safe to do so, the Incident Commander will activate the Utility Shutoff Team. They will examine the site, log any utility issues, shutting off any which pose a hazard. Following the survey, the Information will be passed on to the Incident Commander, who will ensure that the appropriate utility company is notified.
13. At the conclusion of the emergency, the Incident Commander will utilize the appropriate actions described in these procedures, to ensure an orderly transition to the next phase of activity, whether it be normal operations, emergency release etc.
14. The Incident Commander will contact the District Office, and provide parental instructions, or other information to be disseminated via the CJUSD system.
15. For flooding during non-school hours, the Principal from the affected site, will contact the Maintenance & Operations Director, and the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.
16. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.
17. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.
18. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.
19. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.

## **LOSS OR FAILURE OF UTILITIES**

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

### **Broken Water Line / Sewer Line**

1. If flooding is discovered, notify the (Principal) Incident Commander. Provide as much information as possible, including the location of the flooding, and any identifiable cause.
2. If a leak in a charged water line is identified, the Incident Commander should notify the Maintenance Director and determine if maintenance personnel or the Utility Shutoff Team will be used to shut off the line.

If necessary, the Incident Commander will activate the Utility Shutoff Team. They will be directed to turn off water, at a main valve located above the leak.

3. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
4. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the District Office of the broken line.
5. The Incident Commander and the Maintenance Director will determine the appropriate course of action.
6. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.
7. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

## **Downed Electrical Line**

1. If downed electrical lines are located, establish a perimeter around the downed line. Do not allow anyone to go near the line. Notify the Incident Commander, (Principal) as soon as possible.
2. The Incident Commander will ensure that “911” is notified. The caller should be prepared to provide detailed information about the incident, including the nature of the emergency, exact location, and number and type of any known injuries.
3. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
4. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the District Office of the loss of utility service.
5. The Incident Commander and the Maintenance Director will determine if electrical service will be shut off, and whether the Utility Shutoff Team or maintenance personnel will perform the shutoff.
6. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.
7. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

## **Natural Gas Leak**

1. If a natural gas leak is detected, refer to the Explosion / Risk of Explosion section of this document.
2. Once the leak is detected, establish a perimeter around the leak. Do not allow anyone to go near the line. Notify the Incident Commander, ( Principal ) as soon as possible.
3. The Incident Commander will ensure that “911” is notified. The caller should be prepared to provide detailed information about the incident, including the nature of the emergency, exact location, and number and type of any known injuries.
4. If necessary, the Incident Commander may initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
5. As soon as possible, the Incident Commander will notify the Maintenance & Operations Director, and the district office of the loss of utility service.
6. The Incident Commander and the Maintenance Director will determine if natural gas service will be shut off, and whether the Utility Shutoff Team or maintenance personnel will perform the shutoff.
7. The Maintenance Director will contact the affected utility company, notify them of the problem, determine whether their assistance is required, and the potential length of time service will be interrupted.
8. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.



The Incident Commander is responsible to see that the basic needs of Students and Staff are addressed during a loss of utility, or another emergency situation.

**Plan for a Loss of Water:**

Toilets: Many classrooms are equipped with portable toilets, and privacy screens, for use during Shelter in Place, or Lockdowns. Additional portable toilets, privacy screens and supplies are located in each school's Emergency Supply Bin.

Drinking Water: Many classrooms are equipped with individual drinking water rations, for use during Shelter in Place, or Lockdowns. Additional water is located in each school's Emergency Supply Bin.

Food Service: In the event food service is interrupted at one site, prepared food can be brought from another site. This accommodation must be coordinated through the Food Services Manager.

Additional food is stored in each school's Emergency Supply Bin. A supply of high energy food bars is stored inside rodent proof plastic containers. The total number of bars in storage should be 10 bars per student.

## **Plan for a Loss of Electricity:**

Ventilation: Open windows and doors.

Emergency Light: Open window and doors.

Communication: Emergency Radios will have a charged extra battery available in the event of electricity loss. In the event the electrical interruption outlasts the life of the extra radio battery, a car charge cord accompanies each radio. This will allow a vehicle cigarette lighter to be used to recharge the radio batteries.

Emergency radio base stations have battery backup, which is expected to last up to 3 days, in the event of power failure.

The emergency radio system “repeater” is equipped with battery backup, which is expected to last up to 3 days, in the event of power failure.

**Plan for a loss of Natural Gas:**

Food Service: In the event food service is interrupted at one site, prepared food can be brought from another site. This accommodation must be coordinated through the Food Services Manager.

Additional food is stored in each school's Emergency Supply Bin. A supply of high energy food bars is stored inside rodent proof plastic containers. The total number of bars in storage should be 10 bars per student.

Heating: Emergency Blankets are stored in each school's Emergency Supply Bin.

**Plan for a loss of Communication:**

Telephone Service: In the event telephone service is interrupted there are radios that can be used to communicate between schools and the buses. A localized additional radio option needs to be developed to ensure continuity of communication.

Cellular phones will continue to function during some emergencies and their use is encouraged. Even when cell phone coverage is problematic text messaging services are still likely to function.

Any other means of communication available during an emergency are approved for use. Those devices include but are not limited to walkie talkies, internet, text messaging, and hand delivered messages.

## **MOTOR VEHICLE CRASH**

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash result in a fuel or chemical spill on school property, refer to the Biological or Chemical Release Section. If a crash result in a utility interruption, refer to the Loss or Failure of Utilities Section.

### **Procedure**

1. Upon discovery of a Motor Vehicle Crash, Teachers or staff will direct all students away from the accident site, to an area of safety. They will report the accident to the Principal, including location, number and type of vehicles involved (automobile, delivery truck, bus etc.) as well as the number of injured, and whether medical assistance is required.
2. After the safety of students has been addressed, employees may choose to assist crash victims, whether vehicle occupants, or pedestrians.
3. The Incident Commander will evaluate the available information and if deemed necessary, the Incident Commander (Principal) will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
4. The Incident Commander will ensure that “911” is notified. The caller should provide location, number and type of vehicles involved (automobile, delivery truck, bus etc.) as well as the number of injured, and whether medical assistance is required.
5. If evacuation is initiated, staff and students will evacuate buildings using the prescribed routes, or other safe routes to the Emergency Assembly Area.
6. In the event of a building evacuation, Teachers will bring Classroom Emergency Backpacks to the Emergency Assembly Area, or the OFF-SITE EVACUATION Area.
7. As soon as possible, the Clerical / Release Team, will account for all students and staff.
8. In the event someone is determined to be missing, the Incident Commander will advise both Santa Barbara Sheriff and Fire Departments. Be prepared to provide the name, description, and last known location of the missing person.
9. If safe to do so, the Incident Commander may utilize Search and or Rescue Teams to search for the missing person(s).

## **MOTOR VEHICLE CRASH CONTINUED**

10. The Incident Commander will use appropriate means to communicate with the District Office and provide information about the incident at their site. If appropriate, the District Office may elect to initiate the SwiftK12 system, in order to inform and instruct parents about the situation.
11. The Incident Commander may utilize the Search and or Rescue Teams, to secure the area, to prevent unauthorized entry, and keep access roads clear for emergency vehicles.
12. The Incident Commander will maintain an open line of communication with the Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.
13. For accidents resulting in damage to a structure on school property, the Principal from the affected site, will contact the Maintenance & Operations Director, and if applicable, the Food Services Director. They will determine if the event warranted a site inspection. If they determine a site inspection is warranted, they will coordinate it, and insure it is completed before any buildings are occupied.
14. The Food Services Director will inspect food service facilities, and equipment, at each site, in order to evaluate whether they will be able to provide food service. The food Service Director will report the results of their Inspection to both the site Principal, and the District Superintendent.
15. In the event the inspection determines there is no structural damage, or the damage is judged to be superficial, the Principal should confer with the District Superintendent on identified damages to determine if the school should be closed.
16. If there is visible structural damage, or if there is any question about the structural integrity of any building, the Maintenance Director will coordinate with the Office of the State Architect. The State Architect will physically inspect the buildings and determine whether they can be safely occupied.
17. The State Architect may authorize the use of outside engineers during large earthquake events. In the event outside engineers are used, the Maintenance Director will coordinate the inspections, and ensure the District Superintendent is apprised of the findings, and that all necessary reports are forwarded to the Office of the State Architect.
18. All accidents involving district vehicles, on duty employees, or causing injuries must be reported to both Santa Barbara County Fire Department, and the Santa Barbara County Sheriff's Office.

## **PSYCHOLOGICAL TRAUMA**

CJUSD recognizes that many situations which result in an emergency response, have varying degrees of psychological impact on students and staff. Incidents such as an act of violence; the death of a student or staff member; an earthquake, natural disaster; a serious environmental problem, or ethnic and racial tensions may result in one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

We need a point of contact for crisis intervention, possibly Cindy or some other county official.

### **Procedure**

1. The School Administrator will establish a Crisis Counseling Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Crisis Counseling Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Crisis Counseling Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
5. The Crisis Counseling Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Crisis Counseling Team members will limit exposure to scenes of trauma, injury and death.
7. The Crisis Counseling Team will provide ongoing assessment of needs and follow-ups services as required.

## SUSPECTED CONTAMINATION OF FOOD OR WATER

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

### Procedure

1. The Incident Commander ( Principal ) will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. If the incident results in injury or illness, the Incident Commander will ensure that the following notifications are made:
  - “911” Santa Barbara County Fire Department, and the Santa Barbara County Sheriff’s Office.
  - Santa Barbara County Department of Health Services.  
Emergency Medical Services (805) 681-5100

The caller should be prepared to provide detailed information about the nature of the contamination, number and extent of any illnesses or injuries.

3. The Incident Commander will make a list of all potentially affected students and staff and will provide the list to responding authorities.
4. The Medical Team will assess the need for medical attention and provide first aid as appropriate. If outside medical assistance is required, the “911” request will be initiated by the Incident Commander.
5. The Incident Commander will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. As soon as possible, the Incident Commander will notify the District Office of the situation. They will confer with the Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities. They will also determine whether to implement the CJUSD phone system, in order to inform parents, and disseminate special instructions.
7. The Incident Commander and the District Superintendent will confer with the Santa Barbara Department of Health Services, before resuming operations.



## **Threat of Violence**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. They may also be passed on by Law Enforcement Officials, who come across such information in the course of their duties. The Principal of the affected school, and the District Superintendent, should ensure all threats are properly assessed in accordance with district policies and procedures

### **Procedure**

1. The Incident Commander (Principal) will identify the type of threat and the source.
2. If the threat is imminent, the Incident Commander should notify the Santa Barbara Sheriff's Department via "911". The caller should be prepared to provide as much information as possible, including the description and last known location of any suspect.
3. If the threat is not specific, or if the threat is not imminent the Incident Commander will contact the District Superintendent rather than "911". The District Threat Assessment Team will conduct the threat assessment in accordance with established board policy. A representative of the Santa Barbara Sheriff's Department may be asked to participate in this process.
4. The District Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk:
  - Category 1 –High violence potential; qualifies for arrest or hospitalization.
  - Category 2 –High violence potential; does not qualify for arrest or hospitalization.
  - Category 3 –Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
  - Category 4 –Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
  - Category 5 –Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

## **Threat of Violence continued**

5. In categorizing the risk, the District Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
6. The District Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
7. The School Threat Assessment Team will recommend appropriate action to the Principal at the affected site.
8. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

## **UNLAWFUL DEMONSTRATION/WALKOUT**

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

### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal.
2. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
3. The (Principal), Incident Commander, will initiate appropriate Immediate Response Actions, which may include LOCKDOWN / or SHELTER-IN-PLACE.
4. The School Administrator will notify the District Office and advise them of the exact location and nature of emergency. The SwiftK12 system may be utilized to advise parents of the emergency, and to disseminate special instructions.
5. The Incident Commander will utilize emergency response teams as necessary to maintain the orderly operation of the facility. In the event the incident is beyond the ability of school staff to control, the Incident Commander may request assistance from other sources, including other school sites, ESC, or BASS, or the Santa Barbara Sheriff's Department. It is recommended that any request for outside assistance be discussed with the Superintendent.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice. Teachers will close and lock classroom doors. Teachers should make reasonable efforts to prevent students from participating in the event. If unable to do so, teachers should attempt to record the names of students who violated their direction and became involved in the incident. These names will be forwarded to the Incident Commander at the conclusion of the incident.
7. The Incident Commander will ensure that an accurate record of events, conversations and actions is maintained.
8. All media inquiries will be referred to the District Superintendent.

## **10. RELATED POLICIES AND PROCEDURES**

In order to facilitate an efficient and comprehensive emergency response program, the following policies and procedures have been implemented.

### **CAMPUS ACCESS POLICY**

**Purpose:** The purpose of this policy is to create a uniform procedure to restrict and monitor access to our campuses.

In order to provide a secure and safe environment for students and staff, we must have a policy which determines who is granted access, how those persons are identified, and how we account for their whereabouts during an emergency.

This policy will make it easier to identify those who have not followed procedure and are on campus without authorization.

**Identification** All permanent employees of the Cuyama Unified School District  
**Badges:** District shall have an identification badge bearing their photograph, and name. These badges will provide a quick and accurate way to identify that everyone on campus should be there.

Two types of photographic identification badges will be acceptable for permanent employees. The authorized identification badge is the photo identification card, issued by the school. This identification badge is issued at the school sites at the beginning of the school year and may continue to be us. The approved identification badge is the photo identification card issued by the CJUSD.

The identification badge should be worn either attached to an outer garment, above waist height, or on a lanyard around the neck of the wearer.

It is the responsibility of the employee to insure they have an identification badge. District badges can be obtained through the Superintendent's Secretary, at the District Office.

A predetermined number of visitor badges, and (substitute) or guest teacher badges will be issued to each site. The inventory of extra badges will be maintained by the Office Manager. Every visitor, or guest teacher badge will be numbered and should be accounted for.

## **CAMPUS ACCESS POLICY continued**

**School Sites:** Visitors are required to “check in”, at the office, before entering campus. Each school site will implement a system of signage, cones, or other devices, designed to channel visitors to the office. Signs requiring visitors to “sign in at the office”, should be posted in conspicuous places.

Each school site will maintain a Visitor Book. All visitors, and non-assigned employees, must sign in and out of this book. This includes guest teachers

The Visitor Book is one of the items that must be removed in the event of an evacuation of the office. The Visitor Book will be used to determine the number, name and location, of visitors in the event of an on-campus emergency.

**Visitor:** Every visitor will be required to stop at the office, identify themselves, state the nature of their business. They will be required to sign the “Visitor’s Book”, which is kept at the office and maintained by the Office Manager.

Each visitor will sign in, and provide their full name, home address, and telephone number. The Office Manager shall issue them a visitor badge. The Office Manager will ensure that the badge is returned. They may elect to require the visitor to exchange something of value, such as a driver license, or car keys, in exchange for the visitor badge.

**Guest Teachers:** Each guest teacher will report to the Office Manager prior to the start of the school day. The Office Manager shall check them in, and issue them a substitute Guest Teacher badge. The Office Manager will ensure that the badge is returned. They may elect to require the guest teacher to exchange something of value, such as a driver license, or car keys in exchange for the Guest Teacher Badge.

**Employees:** All CJUSD employees assigned to a particular site, will continue to be accounted for as usual. When on campus, they will wear one of the two identification badges in the prescribed manner. If they do not have their identification badge with them, they should report to the office, and sign out a visitor badge. The visitor badge must be turned in at the end of the day, and re issued every day the employee does not have their own badge.

## **CAMPUS ACCESS POLICY continued**

**Employees:** All CJUSD employees visiting a site where they are not regularly assigned, must go to the office, when they arrive on campus. They will sign the Visitor Book, maintained by the office manager. The employee must sign out, when they are leaving campus. When on campus, they will wear one of the two identification badges in the prescribed manner. If they do not have their identification badge with them, they should sign out a visitor badge. The visitor badge must be turned in when the employee signs out, on their way off campus.

**Security:** Campus security is as much an attitude, as it is any policy or procedure. Security is the business of every employee. Remember that no fence or security system is as important as a watchful staff.

We want our campuses to remain a welcoming place for students, staff, and visitors, but to accomplish that goal, our campuses must be a safe place. We have a responsibility to be watchful and alert. As an employee of the CJUSD, don't be afraid to contact someone on campus who is not familiar. A simple "May I help you?" is all that is necessary to determine the identity of the person, and direct them to the office, if necessary.

Keep in mind, that in most recent episodes of school violence, the perpetrators visited the campuses beforehand. Some made several "practice runs", without ever being challenged by staff. By being watchful, we may be able prevent a tragedy.

## **District Radio Procedures**

**Purpose:** The purpose of this policy is to create a uniform procedure for the use of the district wide emergency radio system. Proper radio usage is a vital component of the overall system. In order to provide an effective emergency response, we must have a reliable, secure communication system, which facilitates communication between our “command and control” personnel. This communication system must be able to function during any type of emergency.

The emergency radio system provides a backup for telephone communication, which often fails during a disaster. It also allows for mobile communication in the event building and or site evacuation is required.

The CJUSD radio system is licensed by the Federal Communication Commission (FCC) and is designed to operate within existing Federal, State, and Local law.

### **System Overview:**

The radio system at CJUSD consists of (2) two separate systems. The first is an emergency system, used by command-and-control personnel while managing emergency situations. The system is capable of communication district wide, within the emergency radio network. The second is a system of radios used at each school site to communicate within the site only.

The emergency radio system is made up of a (2) two frequency digital system, with repeater capability. It contains a mix of portable, handheld radios, and (2) two base stations. In the event of electrical failure, the system is designed to function at full capacity for up to (3) three days and continue to function in a reduced level for an indefinite period.

The Maintenance Department is “piggybacking” onto the emergency radio system. They will utilize the second frequency on a routine, daily basis. This allows maintenance personnel to communicate and respond district wide during an emergency. Using a separate frequency within the system, permits them to communicate during an emergency, without interfering with command staff.

The routine school site radio system consists of older radios, using a “walkie talkie” mode. They do not have repeater capability and are used to communicate on a routine basis within the site. The site system will not transmit effectively outside the site.

During an emergency situation the site radios can be used to communicate at the site, without interfering with command staff communication. The distribution, and maintenance of this system is the responsibility of the Principal at each site.

## **Emergency Radio Distribution:**

### **District Radio Procedures cont.**

#### **Emergency Frequency**

It is imperative that we maintain a dedicated channel of communication in an emergency situation. We will accomplish this goal, by maintaining channel # 2 as an EMERGENCY FREQUENCY. This frequency is for use by command-and-control personnel only.

Personnel considered “command and control”, should include the following:

- 1.) School Sites, Incident Commander (Principals, or Person in charge)
- 2.) District Office
- 3.) Safety and Disaster Coordinator
- 4.) Maintenance Director
- 5.) Food Services Director
- 6.) District Nurse
- 7.) Emergency Responders (Police, Fire)

Each designated person or location should have an emergency radio. This radio should be charged and on, at all times the site is open for business. In addition to the radio, an extra charged battery should also be available at each site where a tactical radio is located. A 12volt car charge cord is provided with each radio, allowing for recharging during incidents involving loss of electrical power.

To ensure communications equipment is functioning as required, a weekly Radio Check will be conducted by the Safety and Disaster Coordinator. The battery should be rotated when the radio check is completed.

To communicate within the command-and-control chain, use frequency # 2. This frequency should be used by command-and-control personnel to request assistance from maintenance, food services or any of the support staff CJUSD. Requests for specific types of assistance should go through the appropriate District staff personnel. Requests for additional personnel should be directed to Maria Carpenter, Executive Assistant to the Superintendent.



## **District Radio Procedures cont**

The SEMS (Standardized Emergency Management System), requires that a single person at each site be assigned the communication function. In our procedure, the Incident Commander is in charge of emergency communication and may elect to designate the task to a subordinate. The Communication Person, should be the sole source of communication with others in the “command and control” chain of command.

An Emergency Radio will be distributed to both the Santa Paula Police Department, and the Santa Paula Fire Department. Both agencies will monitor our broadcasts and will have direct communication with CJUSD on emergency frequency # 2. This communication link greatly enhances our communication capability and security.

### **SITE RADIO’S:**

Each school site currently has a collection of radios that are used for communication within that particular site. They do not have repeater capability, and cannot be used to communicate with other sites, or the District Office.

The site radios are used for day-to-day business at the sites. It is a simple task for each site to redistribute these site radios to the appropriate personnel in the event of an emergency. The site radios will be used to facilitate internal communication at a particular site.

Site Radios belong to the site where they are deployed. Maintenance and operability of those radios is the responsibility of the site. The Principal or supervisor at the site, is responsible for the appropriate and lawful use of all site radio equipment.

### **MAINTENANCE DEPARTMENT:**

The Maintenance Department is “piggybacking” onto the emergency radio system. They are repeater capable, with a GPS locator. These radios will utilize the second frequency on a routine daily basis, with the capability to switch to the emergency frequency if required. These radios give maintenance personnel the ability to communicate and respond district wide, during an emergency. Using a separate frequency within the system, permits them to communicate, without interfering with command staff on frequency #2.

Emergency Radios utilized by the Maintenance Department belong to the Maintenance Department. Maintenance and operability of those radios is the responsibility of the Maintenance Department. The Maintenance Director is responsible for the appropriate and lawful use of all radio equipment used by maintenance personnel.

## **Responsibilities of District Personnel During Emergency or Disaster Situations**

**Purpose:** The purpose of this policy is to clarify the responsibilities of employees assigned to the District, in the event of an emergency or disaster. This policy will also assist Incident Commanders, by delineating resources available to them, from the District.

The customary function of staff at the District, is to provide support for the school sites located within our district. Whether the crisis is the result of a localized emergency, or a community wide disaster, the basic function of providing support does not change.

In the event of an emergency situation within the district, we want to ensure that the necessary support functions continue to operate, and that personnel not immediately necessary to those support functions are made available as a labor pool.

All **Public Employees are designated as disaster service workers** subject to service as may be assigned by their supervisors, or by law.  
( *Government Code, Chapter 8, Section 3100* )

**Procedure:** We want to maintain the following support functions during an emergency response:

1. Administration
2. Medical
3. Maintenance
4. Food Services
5. Psychological Services
6. Purchasing / Finance
7. Technology

The Administrator, or person in charge of each of the previously identified functions, will determine which personnel will be necessary to provide support to the affected site or sites. Any personnel not necessary to provide the support function will be placed in a "Ready Labor Pool" and made available as support personnel to the Incident Commander ( Principal )or Commanders.

The Administrator, or person in charge of each support function, will provide a list of available personnel to the Superintendent and the Executive Secretary to the Superintendent. Requests from Incident Commanders for additional personnel will be routed through those individuals.

## The District Personnel Emergency Response continued

### Responsibilities:

- Administration      The administration functions will be carried out by the District Superintendent, or their designees. The administrative functions defined in this plan include the following:
- Provide overall control and guidance to the emergency response.
  - Facilitate requests for material or labor from Incident Commanders.
  - Act as **Public Information Officer** for the District.
- Medical                The medical functions will be carried out by the District Nurse, or their designee. The medical functions defined in this plan, include the following:
- Provide overall control of medical care at each affected site.
  - Coordinate with Incident Commanders to ensure the medical needs of students and staff, are being met.
  - At the conclusion of the emergency, prepare a report to the Superintendent, listing any deaths, or injuries, treatment received, and summarizing the medical response. Include any costs incurred by the CJUSD as a result of the Emergency response.

## The District Personnel Emergency Response continued

### Responsibilities:

- Maintenance
- The maintenance functions will be carried out by the Maintenance Director, or their designee. The maintenance functions defined in this plan, include the following:
- Provide overall control of response to repair requests concerning items normally under the purview of the Maintenance Department.
  - Coordinate with Administration and Incident Commanders regarding deployment of Maintenance Department personnel and material resources.
  - At the conclusion of the emergency, prepare a report to the Superintendent, listing actions taken by Maintenance Department personnel, as well as any costs incurred by the Maintenance Department as a result of the Emergency response.
- Food Services:
- The food service functions will be carried out by the Child Nutritional Services (CNS) Director, or their designee. The food service functions defined in this plan, include the following:
- Provide overall control of requests for food and or water.
  - Coordinate with Administration and Incident Commanders regarding deployment of Child Nutritional Services personnel and material resources.
  - At the conclusion of the emergency, prepare a report to the Superintendent, listing any actions taken by Child Nutritional Services, as well as any costs incurred by the Department as a result of the emergency response.

## The District Personnel Emergency Response continued

### Responsibilities:

Psychological Services:

The psychological functions will be carried out by the head of the Psychological Response Team, or their designee. The psychological service functions defined in this plan, include the following:

- Coordinate with Administration and Incident Commanders regarding deployment of the Emergency Psychological Response Team.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any actions taken by the Emergency Psychological Response Team. Outline any interventions taken and describe a plan for dealing with continuing emotional needs, related to the emergency.

Purchasing / Finance: The purchasing and finance functions will be directed by the Business manager, or their designee. The purchasing and finance functions defined in this plan, include the following:

- Provide overall control of requests requiring purchases or contracted services.
- Coordinate with Administration and Incident Commanders to ensure they are able to make necessary purchases, and that spending is tracked and within district guidelines.
- At the conclusion of the emergency, prepare a report to the Superintendent, listing any expenditures, related to the emergency response.

## The District Personnel Emergency Response continued

### Responsibilities:

Technology: The technology functions will be carried out by the Technology Director, or their designee. The technology functions defined in this plan, include the following:

- Provide overall control of response to repair requests concerning items normally under the purview of the Technology Department.
- Coordinate with Administration and Incident Commanders to ensure technology related needs are being met.
- Assist as needed with creating and sending messages on the reverse Telephone System
- At the conclusion of the emergency, prepare a report to the Superintendent, listing actions taken by Technology Department personnel, as well as any costs incurred as a result of the emergency response.



## EVACUATION / Elementary School (ES)

To the best of their ability, each employee should continue to carry out their customary functions during an emergency. In the event evacuation of the workplace is necessary, the employee should plan ahead, to take those items necessary to perform their duties at the designated evacuation site. Examples of items are: radios, phone numbers, copies of policies, pens, paper etc.

In the event of evacuation from the ES, the Emergency Assembly Areas are:

**The other school site**

**or if necessary**

**Cuyama Valley Recreation District**



## EVACUATION / District Personnel

To the best of their ability, each employee should continue to carry out their customary functions during an emergency. In the event evacuation of the workplace is necessary, the employee should plan ahead, to take those items necessary to perform their duties at the designated evacuation site. Examples of items are: radios, phone numbers, copies of policies, pens, paper etc.

In the event of evacuation from the BASS, the Emergency Assembly Areas are:

- **Cuyama Elementary School (Primary)**
- **Cuyama Valley Recreation District**

Map

Map

Map

Map

## **Evacuation Procedures for Special Needs Students and Staff**

Every location within the CJUSD should have an established evacuation procedure. However special consideration must be made when planning evacuation of those individuals who have emotional or physical impairments. The Incident Commanders (Principals), will be responsible to ensure that each school site establishes a plan to safely evacuate any special needs students or staff.

1. Individual site plans should include means of moving physically impaired individuals from their regular locations to on campus emergency assembly areas and off-site emergency assembly areas.
2. If the site plan involves the use of wheelchairs or other devices, the Principal will ensure that an adequate number of the devices are either pre-positioned, or readily available in the event of an emergency.
3. If vehicle transportation to an off-site emergency assembly area is required, the Principal will ensure that arrangements are in place ensuring vehicle transportation is available. This should include specially equipped vehicles if necessary.
4. Potential off site emergency assembly areas may be considerable distance from campus. Getting to them may also require a walk up a steep incline. As a result, some students as well as staff with health or age issues, may not be able to safely walk to the off-site emergency assembly area.

The Incident Commander, ( Principal ), will ensure that necessary support is provided to those individuals needing assistance. This may include transportation in private vehicles, or transport on public transportation ( Bus ). The principal should make arrangements for this type of transportation in advance, by identifying vehicles at the site, and discussing responses with local transportation officials.

In the event of a major emergency, Police and Fire officials may be able to assist in obtaining transportation of special needs individuals through the Santa Barbara County Emergency Operations Center ( EOC ).

## **EMPLOYEE EMERGENCY PROCEDURES**

**Purpose:** The purpose of this policy is to create a framework to address the needs and concerns of District Employees during an emergency.

As a District, CJUSD recognizes that employees will perform more effectively during an emergency, if they know that their own personal needs, and the needs of their families have been addressed.

The following areas are addressed in this section:

- Employee Responsibility
- Preparation by the Employee
- Compassionate & Special Needs Exclusion
- Communication

### **WE ARE ALL DISASTER SERVICE WORKERS**

**All public employees are designated as disaster service workers subject to service as may be assigned to them by their superiors or by law (Govt. Code, Chapter 8, Section 3100). Should a disaster strike during school hours, no employee will leave his/her assignment under any circumstance unless officially released by the Superintendent or his/her designee.**

***Only those employees who have pre-approved medical or physical restrictions, or special needs, will be released before the situation is deemed under control.***

**Each site will develop a plan for rotating staff members, so that they may check on their own families in the event of an emergency.**

## **EMPLOYEE EMERGENCY PROCEDURES continued**

### **PREPARATION:**

The following suggestions will help ensure the needs of staff, and their families are taken care of during an emergency.

Since all certificated and classified staff will remain on site following an emergency, the following preparation should be carried out at the homes of each employee until such time as you can be reunited with your families:

1. Maintain a 3-day supply of any needed medication in a secure place at school (out of reach of students).
2. Ensure the presence of appropriate clothing at school to allow for freedom of movement as needed (walking shoes, jacket, jeans, etc.)
3. Make appropriate pre-emergency home preparation:
  - a. Plan how your children will be picked up from respective schools, and how they will be cared for.
  - b. Arrange care for the elderly.
  - c. Arrange care for pets.
  - d. Arrange for a neighbor to supervise your home, including turning off utilities.
  - e. Set up a plan for reuniting your family.
  - f. Know what your spouse will do, and what he/she expects you to do.
  - g. Stock your home with emergency reserves of food, water, first-aid supplies, a portable radio, tools.
4. Place emergency supplies in the trunk of your vehicle, sufficient for 3 days away from home. Include changes of clothing, hygiene and grooming items, personal emergency phone list, snacks & water.



## **EMPLOYEE EMERGENCY PROCEDURES continued**

### **COMPASSIONATE & SPECIAL NEEDS EXCLUSION**

The CJUSD has developed the following procedure, in order to ensure that those employees with medical and or physical restrictions, or those who have responsibilities involving the care of persons unable to care for themselves, are excused from emergency service.

The Compassionate & Special Needs Exclusion form must be filled out by the employee requesting the exclusion, and approved by the Superintendent, before the exclusion can be granted. The information contained on the form will be kept confidential.

After a Compassionate & Special Needs Exclusion form has been submitted, the Superintendent will notify the employee whether or not the exclusion has been granted. If the exclusion was granted, the Superintendent will notify the Principal, Director, or other person with supervisory responsibility over the requesting employee and notify them of the exclusion. Each site supervisor will maintain a list of those employees with approved exclusions. **The site list will contain no information regarding the reason for the exclusion. The original request will be maintained in a confidential file at the District Office.**

In the event the requests to be released during an emergency response, the employees supervisor will check their list and dismiss the employee, if their name appear on the list. In the event the emergency circumstances prevent the supervisor from accessing the list, the request will be forwarded to the District Office, where the original file can be checked.

It is the responsibility of each employee to ensure that the district is notified in the event they no longer require an exclusion.

## 10.0 Information & Communication Information

The Principal / Incident Commander must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate communication, and to provide vital information during an emergency response, the following information is provided.

- **Emergency Phone Numbers**
- **Sample Bomb Threat Packet**
- **Site Plot Plan and Vicinity Map**
- **Alert System 1 (Parent)**
- **Alert System 2 (School Personnel)**
- **Emergency Supplies**
- **Emergency Drills**

## EMERGENCY TELEPHONE NUMBERS

<b>School Name</b>	Cuyama Unified School District		
<b>School Address</b>	2300 Highway 166		
	New Cuyama CA 93254		
<b>School Phone</b>	661-766-2482	<b>Location Code</b>	
<b>District</b>			
Superintendent	<i>Alfonso Gamino</i>	661-766-4101	
Principal	<i>Alfonso Gamino</i>	661-766-4101	
Teacher In Charge	<i>Kevin Lebsack</i>	661-766-2293	
School Secretary HS	<i>Alleigh Cortes</i>	661-766-2293	
School Secretary Elementary	<i>Mary Jo Harrington</i>	661-766-2642	
School Custodian	<i>Liz Alarcon</i>		
Superintendent & Public Information Officer		661-766-4101	
Business Manager		661-766-4104	
Maintenance & Operations Director			
Director of Special Education			
District Nurse			
District Safety and Disaster Coordinator			
Director of Technology			
Director Child Nutritional Services			
<b>Non-District</b>			
Fire And Medical Emergencies		<b>911</b>	
Air Pollution Control District		805-961-8800	
California Highway Patrol		800-835-5247	
County Department of Health Services		805-681-5100	
Gas Company	<i>PG&amp;E</i>	800-743-5000	
Electric Company	<i>PG&amp;E</i>	800-743-5000	
Local Fire Station	<i>Santa Barbara County Fire Station</i>	661-766-2469	
Local Hospital	<i>Marian Medical Center Santa Maria Cottage Hospital Santa Barbara</i>	805-739-3000 805-682-7111	
Local Police/Sheriff Dept	<i>Santa Barbara Sheriff Department</i>	661-766-2310	
Water Company	<i>Cuyama Valley Service District</i>	661-766-2780	
Poison Control Center		800-222-1222	
Industrial Injuries		800-121-8379	
<b>Santa Barbara Emergency Operation Center</b>		805-681-5526	



# EMERGENC

FIRE DEPARTMENT 9-911  
**POLICE DEPARTMENT 9-911**  
*AMBULANCE 9-911*

***NON-EMERGENCIES***

FIRE DEPARTMENT 661-766-2469  
POLICE DEPARTMENT 661-766-2310

***SCHOOL DISTRICT***

MAIN PHONE LINE 661-766-2293  
Principal Alfonso Gamino 661-766-4103  
DISTRICT MAINTENANCE DEPT SHOP  
M/O CELL Fernando De Los Santos 805-245-3122  
M/O CELL Eric Callaway 661-433-5496  
*M/O AFTER HOURS CELL*

***OFFICE OF EMERGENCY SERVICES***

Santa Barbara County Emergency Services 805-681-5526

***UTILITIES***

Cuyama Community Service District.....661-766-2780  
Pacific Gas and Electric .....800-7435000

CHP ROAD CLOSURES.....800-427-7623

# BOMB THREAT PACKET

# BOMB THREAT CHECKLIST

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Phone Number Appearing on Caller I.D.: \_\_\_\_\_

- 10.) When is the bomb going to explode?
- 11.) Where is the bomb right now?
- 12.) What does the bomb look like?
- 13.) What kind of bomb is it?
- 14.) What will cause the bomb to explode?
- 15.) Did you place the bomb?
- 16.) Why?
- 17.) What is your address?
- 18.) What is your name?

## Exact Wording of Bomb Threat:

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Phone # at which call was received \_\_\_\_\_ Time Call Received \_\_\_\_\_ Length of Call \_\_\_\_\_

Date Call Received \_\_\_\_\_ Sex of Caller \_\_\_\_\_ Race \_\_\_\_\_ Age \_\_\_\_\_

REMARKS: \_\_\_\_\_

---

---

Your name: \_\_\_\_\_ Title: \_\_\_\_\_ PH # \_\_\_\_\_ Date \_\_\_\_\_

## **BOMB THREAT CALL INFORMATION**

### **DESCRIBE THE CALLER:**

**Sex of the caller:**    *Male*                      *Female*                      *Unsure*

**Approximate Age of Caller:**

**Caller's voice was (circle all that apply):**

### **SPEED AND PITCH**

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

### **EMOTION**

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

### **QUALITY**

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat

Cracking Voice

Other:

Other:

## **BOMB THREAT CALL INFORMATION**

**DESCRIBE THE CALLER continued:**

### **LANGUAGE**

Language                      Accented                      Well-spoken

Foul                              Audio Taped                      Incoherent

Message read                      Irrational                      Broken

Drunk                              Other                              Other

**Could you tell if the call was:**

**Local?**

**Long Distance?**

**Cell Phone?**

**Was the voice familiar?                      Y or N                      If yes,                      how, who if known?**

**Was the voice disguised?                      or N                      If yes,                      how?**

### **DESCRIBE THE ATMOSPHERE**

**Could you make out anything said in the background?**

**Background Sounds Heard on the Call (circle all that apply):**

Trains                      Airplanes                      Party                      Children

Quiet                      Static                      Echo                      Street noises

House noises                      Voices                      Vehicle noise                      Animal noises

PA System                      Music                      Motor                      Factory machinery

Office machinery                      Other                              Other

### **PERSON WHO RECEIVED CALL**

***Your Name:***

***Your Position:***

***Your Telephone Number:***

***Was a recording of the call made?***



# MAPS

The principal from each site is responsible for the creation of the following maps, which will be included in the Emergency Response Plan for each school site. The Principal may request assistance from the CJUSD Technology Department, the Safety and Disaster Coordinator, or other sources as necessary.

1. **Vicinity Map for each site.** An overhead view of the school, and surrounding area.
2. **Site Map** An overhead view of the school, showing the locations of buildings, walkways and prominent features, including fire extinguishers, fences and gates.
3. **Emergency Supply Map** A site map, containing the clearly marked location of emergency supplies. Show the location of the emergency supply bin, classroom lockdown supplies, food, water, and material storage areas.
4. **Utility Shutoff Map** A site map showing the location of all utility shutoffs, including gas mains, electrical control panels, water mains, and air conditioning systems.
5. **Emergency Assembly Area Map** A site map, showing both the primary and secondary emergency assembly areas. The map should also show primary and secondary evacuation routes.
6. **Off Site Evacuation Map** A vicinity map, showing both the primary and secondary off-site emergency assembly areas. The map should also show primary and secondary evacuation routes.
7. **Hazard Map** A vicinity map, showing the location of any hazards located near the school site. Hazards may include industrial sites, chemical storage or manufacturing sites, railroad tracks, highways, etc.

### **ALERT SYSTEM 1 (PARENT)**

Parent contact information is maintained in the main office of each school site, as well as in the CJUSD telephone system and District computer system. The site information database is maintained by the Office manager of each school. The CJUSD phone database as well as the District computer database is maintained by the Director of Technology.

CJUSD messages related to any emergency situation will be initiated by the Executive Assistant to the Superintendent, or another designated person at the District Office. It is the intent of this policy to provide appropriate and timely information, and instructions to the parents and family of our students.

In addition to CJUSD messages, the district may utilize print and broadcast media, or the Cuyama Strong Facebook page.

### **ALERT SYSTEM 2 (SCHOOL PERSONNEL)**

The District Business manager will establish a CJUSD database containing contact numbers of district employees. The CJUSD system can be utilized to disseminate emergency information and instructions to CJUSD employees.

CJUSD messages related to any emergency situation will be initiated by the Business Manager, or another designated person at the District Office.

In the event the CJUSD system is not functioning, it is recommended that each site establish an emergency contact tree, to facilitate the contacting of personnel in the event of an emergency.

A current listing of school personnel contact numbers is provided in Appendix B.

Alfonso Gamino, Superintendent

CJUSD Office 661-766-4103

Superintendent's Cell Phone: 559-827-7414

## **EMERGENCY BIN INTERIOR LAYOUT**

### **Dimensions:**

#### **EMERGENCY SUPPLIES AND EQUIPMENT**

*(The Emergency Supply Lists contained in the following section are lists of current Inventories)*

#### **Emergency Supply at each of the sites:**

##### **Emergency supplies in yellow container in the nurse's office:**

1 box face masks	1 axe
1 rope	1 pickaxe
1 large tarp	1 small
folding	
1 box disposable gloves (Large)	1 hacksaw
1 box disposable gloves (Medium)	1 - 4-ton jack
18 orange safety vests	1 hatchet
4 pairs of leather work gloves	1 bolt cutter
17 disposable emergency blankets	1 whistle
4 safety goggles	1 shovel
5 adult size safety hard hats	
3 child size neck braces	
3 adult size neck braces	
2 rolls duct tape	
2 rolls yellow caution tape	
1 roll electrical tape	
3 flashlights	
8 snap green glow sticks	
1 bag of assorted small tools	
3 small first aid kits	
1 medical kit	
1 portable handheld radio	
1 shovel	
1 crowbar	
1 hammer	
1 pipe wrench	

##### **Emergency supplies in clear tote in the nurse's office:**

2 manual breathing assistance bags  
6 adult neck braces  
Various band aids, tape and gauze  
8 disposable emergency blankets

**Emergency supplies in red tote in the nurse's office:**

- 10 blankets**
- 4 large tarps**

**Emergency supplies in large red medical bags in the nurse's office:**

- |   |                                  |
|---|----------------------------------|
| <b>1 box disposable gloves (Medium)</b> | <b>1 mouth barrier</b>           |
| <b>1 box face masks</b>                 | <b>1 tube activated charcoal</b> |
| <b>3 extra-large wound dressings</b>    | <b>1 tube glucose</b>            |
| <b>Various band aids, gauze, tape</b>   | <b>Ziploc bags</b>               |
| <b>1 bottle hydrogen peroxide</b>       | <b>blood pressure cuff</b>       |
| <b>1 bottle eye wash</b>                | <b>1 can antiseptic spray</b>    |
| <b>scissors</b>                         |                                  |

**Emergency supplies in school classrooms:**

- 5 gallons drinking water**

Each School site is equipped with a list of emergency supplies listed above.

The bins are locked and secured. The Principal of each school has a key for the bin, as well as the District Safety and Disaster Coordinator, Maintenance Director. Cuyama Police and Fire Departments have access to bin keys via the Knox Box, located at each school site.

The equipment and supplies are for use by the school site's emergency response teams. The principal at each school is responsible for accounting for and replacing, any items used during an emergency response. Purchase of replacement items may be coordinated through the CJUSD Safety and Disaster Coordinator. Routine inspection and replacement of expired items will be conducted by the CJUSD Safety and Disaster Coordinator.

During a major emergency, we have a responsibility to provide for the needs of our students and staff, for as many as three days. It is our plan that our emergency bins will be able to meet the commonly recognized survival requirements of food, water, sanitation, shelter, and first aid.

## **FOOD & WATER**

### **Water:**

We currently have small portable 5-gallon water containers in each classroom.

### **Food:**

For extended emergencies, our primary source of food will be storage in our food service facilities, located at each site.

**Note:** In the event of prolonged power loss, a plan will be in place to utilize perishable food items first.

In preparation for the unlikely event all food storage areas are inaccessible, we will store sufficient “high energy” food bars to provide 10 servings to each student and staff member. This ration will be stored in each site’s emergency bin, inside, sealed, rodent proof storage tubs. To prevent spoiling, a rotation program will be implemented. At the end of each school year, the bars can be used in the lunch program, and replaced with fresh rations.

# **CLERICAL / STUDENT RELEASE**

## **Evacuation Cart**

A cart will be pre-positioned in the office of each school site. That cart will be used to transport items necessary to release students and fulfill other operational responsibilities from a remote location. The following items are to be loaded onto the cart in the event an office evacuation is ordered:

- File Boxes Containing Student and Staff Emergency Cards
- Updated Roll Sheet
- Tactical Emergency Radio, Extra Battery
- Operational ( School Site ) Radio, and Extra Battery
- Box of Designated Operational ( Site ) Radios and Batteries
- Visitor Sign in Book
- Student Check Out Book
- Attendance Records
- Digital Camera, Extra Battery, Extra Memory Chip ( Recommended )

**Additional Supplies are located in the Emergency Supplies area, located at each school site.**

## **Classroom Emergency Supplies**

Each Principal is responsible to ensure that each classroom or office with no water or restroom access, is supplied with drinkable water and appropriate facilities for restroom use during incidents requiring Lockdown or Securing In Place emergency actions.

The first aid supplies are to be used only during a crisis or disaster. They are not for use on field trips or for routine first aid supplies during the year. Study-trip packs that are specifically set up with first aid supplies are available in all school offices for trips away from school.

## 11. Emergency DRILLS

In order to be adequately prepared, the personnel must be familiar with their responsibilities as described in this document and drill those responses on a regular basis. Each Principal is responsible for ensuring that at least one of the following drills will be conducted on a monthly basis. The drills are to be documented on the Emergency Drill Record Form and maintained at the school site.

There are four emergency drills school personnel should be prepared to implement:

- Drill 1 – **Fire**
- Drill 2 – **Lockdown**
- Drill 3 - **Shelter-in-Place**
- Drill 4 – **Earthquake**

### **DRILL 1: FIRE**

#### **Procedure:**

- Utilize the *Evacuate Building*, and *Fire on School Grounds* sections of this document.

### **DRILL 2: LOCKDOWN**

#### **Procedure:**

- Utilize the *Lockdown* section of this document.

### **DRILL 3: SHELTER IN PLACE**

#### **Procedure:**

- Utilize the *Shelter in Place* sections of this document.

### **DRILL : EARTHQUAKE**

#### **Procedure:**

- Utilize the *Earthquake* and *Evacuate Building* sections of this document.

# Cuyama Joint Unified School District Instructional Continuity Services Plan

## Introduction

Natural disasters, pandemics, and other unforeseen disruptions can cause extended closures of schools, jeopardizing the continuity of education for students. The instructional continuity plan (ICP) is an essential component of the comprehensive school safety plan, ensuring that, even in the event of a disaster or major disruption, students' education is not interrupted. The plan addresses strategies for continuing learning, whether through remote methods or other alternative instructional models, while also maintaining the safety, well-being, and mental health of all stakeholders. The following key elements of the Cuyama Joint Unified School District Instructional Continuity Plan is designed to ensure that learning can continue during extended school closures.

## 1. Purpose and Scope of the Instructional Continuity Plan

The primary goal of the Cuyama Joint Unified School District ICP is to ensure that learning continues in a meaningful and accessible way when physical school attendance is disrupted. This document serves as the guide for the superintendent, teachers, students, and families to navigate educational continuity during times of crisis, including natural disasters (e.g., hurricanes, wildfires, earthquakes) or other emergencies (e.g., pandemics, infrastructure failure). The scope of this plan includes:

- Remote Learning Models: Alternatives to in-person learning such as online, hybrid (is available), and digital resources.
- Communication Protocols: Ensuring clear, consistent communication with students, families, and staff.
- Support Systems: Addressing student well-being and academic support during times of disruption.
- Infrastructure and Resource Management: Ensuring that students have the necessary tools (e.g., devices, internet) for continued learning.
- Assessment and Monitoring: Evaluating student progress and adjusting learning plans as necessary.

## 2. Key Components of the Plan

### A. Communication Strategies

Effective communication is crucial for keeping all stakeholders informed during a crisis. The ICP outlines the following communication protocols:

- Emergency Notifications: The Cuyama Joint Unified School District will utilize a variety of channels, such as text messages, emails, social media, and automated phone calls (Messenger), to inform families of school closures or shifts to remote learning.
- Ongoing Updates: Regular updates will be shared regarding the status of the crisis, school re-opening plans, and instructional methods. These updates will also address changes in academic schedules and grading.
- Teacher-Parent-Student Communication: Teachers will utilize communication platforms such as Google Classroom, Zoom, Microsoft Teams, or other district-approved tools to maintain consistent contact with students and families.



- Language Accessibility: Information will be provided in English and Spanish non-English-speaking families, as needed.

## **B. Instructional Delivery Models**

During extended closures, Cuyama district schools will pivot to alternative instructional methods. The ICP provides flexibility in delivery models based on available resources and the severity of the disruption.

- Remote Learning: This may include live instruction via video conferencing tools, asynchronous lessons, recorded lectures, and digital resources. Teachers will deliver lessons according to established schedules, and students will be expected to engage with assignments and assessments remotely.
- Hybrid Learning: For areas where some students can attend in person and others cannot, hybrid models allow a mix of remote and in-person instruction. This hybrid learning model will be explored as a possible option as we only have two school facilities.
- Blended Learning: A combination of in-person and online learning methods, which can be utilized once schools reopen with limited capacity or in situations where a limited number of students are able to attend physically.

## **C. Curriculum and Instructional Adjustments**

Instructional continuity will also require modifications to ensure that the curriculum remains aligned with essential learning outcomes while considering the limitations of remote learning. Key considerations staff will focus on include:

- Prioritizing Essential Standards: The curriculum will focus on the most critical learning standards and concepts, ensuring that essential skills are taught.
- Flexible Pacing: To accommodate the challenges of remote learning, pacing guides will be adjusted to allow for more flexible timelines and to ensure that students are not overwhelmed.
- Differentiation and Support: Teachers will differentiate instruction to meet the needs of all students, including those with special needs (district teachers will collaborate with SBCEO special education staff), English learners, and those requiring remediation or enrichment.

## **D. Student and Family Support Systems**

Support for students' emotional and academic well-being is a huge focus during disruptions. This ICP includes strategies to address students' diverse needs:

- Mental Health Support: District Counselor, SBCEO counseling support, and outside agencies, as approved by the district, will provide virtual or phone-based counseling sessions. District will also ensure access to crisis intervention services if necessary.
- Academic Support as available: tutors will be sought, special education staff with the support of SBCEO, ASES staff, and teachers will provide virtual support to students who require additional help. Online resources such as instructional videos, discussion forums may be available.
- Access to Technology: The district will ensure that all students have access to necessary technology, including laptops or tablets, and internet connections. Where needed, the district will facilitate the distribution of hotspots or other means to provide internet access.

## **E. Teacher Training and Professional Development**

For instructional continuity to be successful, teachers must be equipped with the skills and resources needed for online and hybrid instruction if hybrid instruction is provided. The Cuyama Joint Unified School District ICP includes:

- **Ongoing Professional Development:** Teachers will receive training on effective virtual teaching strategies, using learning technology systems/platforms, video conferencing platforms, and creating engaging digital content. Professional development will focus on maintaining student engagement, providing timely feedback, and using assessment data to inform instruction.
- **Technology Support:** Technical support will be provided by Limotta IT and/or any other Technology company the district uses. The technology support will be provided to assist teachers with the use of online tools, troubleshooting technology issues, and ensuring that all instructional platforms are functioning.

## **F. Monitoring Student Progress and Academic Accountability**

Even during disruptions, it is crucial to assess student progress and ensure that learning is taking place. This ICP outlines methods for ongoing assessment and progress monitoring:

- **Formative Assessments:** Teachers will use a variety of formative assessment methods (e.g., quizzes, polls, discussions) to gauge student understanding during remote instruction.
- **Summative Assessments:** For major assessments, schools may utilize online testing platforms that are secure and user-friendly.
- **Adjustments to Grading:** Adjustments to grading policies may be necessary to account for the challenges students face during remote learning. Flexible deadlines, alternative assignments, and a focus on mastery of key concepts will be considered.

## **3. Continuity of Operations During School Closure**

### **A. Administrative Operations**

To ensure continuity of operations, the ICP includes plans for maintaining essential administrative functions during a school closure:

- **Remote Administration:** School Superintendent and Chief Business Official and other district personnel will work remotely (\*If they cannot work safely from a school site), conducting virtual meetings, managing school operations, and coordinating staff and resource allocation.
- **Virtual Staff Meetings:** Regular virtual meetings will be held to keep staff informed and to provide professional development opportunities.
- **Staff Availability:** Staff will be available during established hours to assist with student needs, attend professional development sessions, and engage in planning for continued learning.

### **B. Facilities and Health Considerations**

The ICP also includes considerations for when Cuyama Joint Unified School District schools reopen after a disaster or disruption:

- **Safety Protocols:** Health and safety protocols, such as sanitation procedures, mask-wearing, social distancing, and health screenings, will be put in place based on current health guidance.
- **Facility Preparation:** The maintenance/bus driver staff will ensure that school buildings are properly cleaned, maintained, and ready for use once students return.

#### **4. Technology and Infrastructure Requirements**

For remote learning to be successful, schools must have the necessary infrastructure and tools. The ICP includes the following technology-related strategies:

- **Devices and Internet Access:** Schools will ensure that every student has access to a device (e.g., laptop, tablet) and reliable internet. For families without internet access, the district will provide solutions such as mobile hotspots or collaboration with local internet service providers.
- **Technology Management platforms:** A consistent and accessible Platform, such as Google Classroom, Microsoft teams, Zoom, or similar platform, will be used for posting lessons, assignments, and grades. This will ensure that students can access learning materials from home.
- **Technical Support:** Technical support will be provided by Limotta IT and/or any other Technology company the district uses. The support will be provided to staff and students as available.

#### **5. Evaluation and Improvement**

After a crisis, the Cuyama Joint Unified School District will evaluate the effectiveness of the instructional continuity plan to improve future responses. The ICP includes a post-event evaluation strategy:

- **Feedback Surveys:** Surveys will be distributed to students, parents, and staff to gather feedback on the remote learning experience, including challenges faced and suggestions for improvement.
- **Data Analysis:** Student performance data will be analyzed to assess the impact of remote learning on academic achievement. This will inform future instructional planning and resource allocation.

#### **Conclusion**

The Cuyama Joint Unified School District instructional continuity plan is a vital component of the school safety strategy to ensure that students' education is not interrupted in the face of disasters or other emergencies. By establishing clear communication channels, flexible instructional models, and robust support systems for both students and staff, schools can provide a high level of continuity even during the most challenging times. This plan will ensure that, no matter the circumstance, students will continue to learn, grow, and thrive.

**APPENDIX A**

**FORMS**

**FORM A**

**EMERGENCY HAZARD ASSESSMENT SUMMARY**



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**FORM A – EMERGENCY HAZARD ASSESSMENT SUMMARY**

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School \_\_\_\_\_

Location \_\_\_\_\_

On-Site Hazard:

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

Completed by \_\_\_\_\_

Date \_\_\_\_\_

[Note: This form should be completed annually, and a copy forwarded to Facilities & Maintenance Department]

**FORM B**

**BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**



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**FORM B – BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**

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School \_\_\_\_\_

Location \_\_\_\_\_

	<b>Yes</b>	<b>No</b>	<b>Note</b>
Have students and staff been evacuated from the area of contamination?	_____	_____	_____
Have all students and staff been accounted for?	_____	_____	_____
Has the area of contamination been cordoned off and secured?	_____	_____	_____
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	_____	_____	_____
Have the doors and windows to the area of contamination been closed and locked?	_____	_____	_____
Have fans and ventilators serving the area of contamination been turned off?	_____	_____	_____
Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Completed by \_\_\_\_\_

Date \_\_\_\_\_



**FORM C**  
**BOMB THREAT PACKET**

## **BOMB THREAT**

This protocol is initiated by receipt of a bomb threat, or discovery of a suspicious device. The threat can be received by telephone, note, e-mail, personal delivery, or from police or fire personnel.

Bomb threats are much more common than either actual explosive devices, or explosions. In general, threats or advanced warnings are not given when a bomb is actually going to explode. Statistically, when a bomb explodes, there is no warning, and conversely, when threats are made there is normally no explosion.

Threats can be used for various purposes, including creating fear, and disrupting normal activities, or calling attention to an individual or group. A phone threat can be received at any number and may be found on an answering machine at the beginning of the day.

Normally, a threat requires some additional factor to make it “credible”. Determining the credibility of the threat is best left to the professionals, however the Incident Commander or other District Administrator may be asked to make the call, or to provide input. Factors contributing to credibility are age of the caller. Specificity of the threat stated motive, description of the device, or apparent explosives knowledge.

Threats made by students, absent any corroborative facts are normally considered non credible. Non credible threats call for lesser response than either credible threats, or when a suspicious device is actually discovered.

A series of false Bomb Threats create the possibility that the perpetrator is “patterning” the schools response to the threats. By placing the false threats, the perpetrator learns both evacuation routes and emergency assembly areas. If multiple threats are received, it is important that officials recognize the pattern of threats and utilize different evacuation routes and assembly areas.

Routinely examine evacuation areas. Look for evidence of recent digging. Remove trash cans, dumpsters, or other items which could be used to conceal an explosive device. Be suspicious of piles of trash or other debris which appear in an assembly area. Improvised Explosive Devices, or I.E.D.’s is routinely concealed in such items.

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## Procedure

16. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – Tell the operator, **“This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”**
17. The person answering the threat call should follow the procedures on the Bomb Threat Checklist. A Checklist should be located underneath each phone capable of receiving an outside call. If no Checklist is available, try to obtain the following information:
  - When is the bomb going to explode?
  - Where is the bomb right now?
  - What does the bomb look like?
  - What kind of bomb is it?
  - What will cause the bomb to explode?
  - Did you place the bomb? Why?
  - What number can I call you back at?
  - What is your address?
  - What is your name?
18. After receiving the telephoned threat, the person who answered the call should immediately notify the Principal ( Incident Commander ). As soon as practical, the Incident Commander, or their designee will notify the district office and advise them of the situation.
19. If the threat is received through other means, the person receiving the threat will notify the Principal, ( Incident Commander ). The Incident Commander will notify the Santa Barbara Sheriff’s Department via “911” and pass along all information regarding the incident. Attempt to preserve the evidence, i.e., note, or e-mail, by which the threat was conveyed. If it was delivered in person, attempt to gain as much information as possible about the informant. If the informant is cooperative, have them wait for police.
20. If a specific location is identified in the threat, the Incident Commander should evacuate the area, as well as the area surrounding the reported location of the explosive. Use evacuation routes that do not place students or staff in close proximity to the location of a suspected device.
21. If the threat is considered “Non-Credible”, the Incident Commander will direct all staff to do a cursory search of their normally assigned areas, for items which do not belong, such as suspicious packages, boxes or foreign objects. This information should be delivered by telephone. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many explosive devices can be triggered by radio transmissions.

## **Bomb Threat continued:**

22. If a suspicious object is identified, notify the Incident Commander immediately. No attempt should be made to investigate or examine the object. Evacuate the area near the device.
23. If no suspicious device(s) are found, and the threat appears to be unfounded, the Incident Commander ( Principal ) will make the determination as to when to resume normal operations.
24. Based on the search results, the Incident Commander will determine the appropriate Immediate Response Action, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
25. The Incident Commander shall update the district office and request necessary assistance. If Police respond, or if students are evacuated from their classrooms, the CJUSD system should be initiated.
26. If a device is found, or if Police determine the threat to be credible, they **will** assume command. Once command is shifted to the Police Department, the Incident Commander will assume a support function, and must obey all lawful orders issued by the on-scene Law Enforcement Personnel. **Do not interfere with the Police.**
27. The Incident Commander should ensure that the physical needs of the students and staff are being met. Keep in mind that there are supplies in the Emergency Bin, and that additional supplies or manpower can be brought in from other campuses. Students can also be walked to a nearby campus, where it may be easier to provide services such as food, or shelter.
28. If requested by the Incident Commander, the Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
29. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. At the conclusion of the incident, the Incident Commander will take the appropriate actions based on the circumstances.
30. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

# **BOMB THREAT CHECKLIST**

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**Phone Number Appearing on Caller I.D.:** \_\_\_\_\_

- 19.) When is the bomb going to explode?
- 20.) Where is the bomb right now?
- 21.) What does the bomb look like?
- 22.) What kind of bomb is it?
- 23.) What will cause the bomb to explode?
- 24.) Did you place the bomb?
- 25.) Why?
- 26.) What is your address?
- 27.) What is your name?

## **Exact Wording of Bomb Threat:**

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Phone # at which call was received \_\_\_\_\_ Time Call Received \_\_\_\_\_ Length of Call \_\_\_\_\_

Date Call Received \_\_\_\_\_ Sex of Caller \_\_\_\_\_ Race \_\_\_\_\_ Age \_\_\_\_\_

REMARKS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Your name: \_\_\_\_\_ Title: \_\_\_\_\_ PH # \_\_\_\_\_ Date \_\_\_\_\_

# **BOMB THREAT CALL INFORMATION**

## **DESCRIBE THE CALLER:**

***Sex of the caller:    Male                      Female                      Unsure***

***Approximate Age of Caller:***

***Caller's voice was (circle all that apply):***

## **SPEED AND PITCH**

Hurried or Rapid	Moderately paced	Slow
Hushed or quiet	Loud	Deep
High-pitched	Squeaky	Other:

## **EMOTION**

Distant	Excited	Angry
Sad	Happy	Calm
Agitated	Matter-of-Fact	Boastful
Sincere	Crazed	Other:

## **QUALITY**

Stutter	Lisp	Slurred
Whispered	Laughing or Giggling	Raspy
Nasal	Deep Breathing	Crying
Stressed	Whining	Clearing Throat
Cracking Voice	Other:	Other:

# **BOMB THREAT CALL INFORMATION**

**DESCRIBE THE CALLER continued:**

## **LANGUAGE**

Language	Accented	Well-spoken
Foul	Audio Taped	Incoherent
Message read	Irrational	Broken
Drunk	Other	Other

**Could you tell if the call was:**

<b>Local?</b>	<b>Long Distance?</b>	<b>Cell Phone?</b>	
<b>Was the voice familiar? known?</b>	<b>Y or N</b>	<b>If yes,</b>	<b>how, who if</b>
<b>Was the voice disguised?</b>	<b>or N</b>	<b>If yes,</b>	<b>how?</b>

## **DESCRIBE THE ATMOSPHERE**

**Could you make out anything said in the background?**

**Background Sounds Heard on the Call (circle all that apply):**

Trains	Airplanes	Party	Children
Quiet	Static	Echo	Street noises
House noises	Voices	Vehicle noise	Animal noises
PA System	Music	Motor	Factory machinery
Office machinery	Other	Other	

## **PERSON WHO RECEIVED CALL**

***Your Name:***

***Your Position:***

***Your Telephone Number:***

***Was a recording of the call made?***

**FORM D**  
**INJURED AND MISSING PERSON'S REPORT**



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**FORM D – INJURED AND MISSING PERSON’S REPORT**

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School \_\_\_\_\_

Room Number \_\_\_\_\_

Teacher’s Name \_\_\_\_\_

Date \_\_\_\_\_

<b>INJURED</b>		
<b>Name</b>	<b>Type of Injury</b>	<b>Location</b>

<b>MISSING PERSONS</b>	
<b>Name</b>	<b>Last Seen Location</b>

[Note: Send a copy of this form to the Command Post and maintain the original in the emergency document file.]

**FORM E**  
**EMERGENCY STUDENT RELEASE LOG**

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## EMERGENCY STUDENT RELEASE LOG

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Date:

School:

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<b>Student Name</b>	<b>Picked up by: Print name</b>	<b>Signature of Person Picking Up</b>	<b>ID Verified By: Initials</b>	<b>Time Out</b>



**FORM F**  
**DAMAGE ASSESSMENT REPORT**

## FORM F – DAMAGE ASSESSMENT REPORT

NOTE: Do not enter the building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: \_\_\_\_\_ Location/Building Code: \_\_\_\_\_

District: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_ Time: (24:00 Hours): \_\_\_:\_\_\_

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location/Room #/Note
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b><u>Hazardous Materials</u></b> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u> _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u> _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b><u>Physical Hazards</u></b> Sinkholes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Matl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Notes: (description of trouble, location, severity or hazardous materials):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Findings

- Building or room safe for re occupancy
- Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to re occupancy:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Note: Send a copy of this form to the Maintenance Department and maintain the original in the emergency document file

**FORM G**  
**EMERGENCY DRILL RECORD**





FORM H

Compassionate & Special Needs Exclusion Form

Compassionate & Special Needs Exclusion Form

***Confidential Confidential Confidential Confidential***

***The information contained in this form is confidential. It is a violation of CJUSD policy to release the information contained in this form, without the authorization of the Superintendent.***

***The original form will be maintained in a confidential file at the District Office.***

The purpose of this form is to provide a mechanism where employees of the CJUSD may request an exclusion from service during a response to a major emergency or disaster. The exclusion is intended for those employees with medical and or physical restrictions, or those who have responsibilities involving the care of persons unable to care for themselves. If approved, the employee will be excused from emergency service extending past their normal working hours.

This form must be filled out by the employee requesting the exclusion, and approved by the Superintendent, before the exclusion can be granted. The Superintendent may request verification of information as necessary.

Employee Name: \_\_\_\_\_

Work Site: \_\_\_\_\_

Reason for Exclusion: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

It is the responsibility of each employee to ensure that the district is notified in the event they no longer require an exclusion.

FORM I

Compassionate & Special Needs Exclusion Notification

## Compassionate & Special Needs Exclusion Notification

Date:

From: The office of the Superintendent

To: ( Employee's Work Site )

To whom it may concern:

The following CJUSD employee is granted an exclusion from after-hours service resulting from an emergency response, or major disaster:

Employee Name: \_\_\_\_\_

The reason for the exclusion has been reviewed by the Superintendent and has been approved in advance.

The excluded employee is not required to provide any personal information, in order to utilize this exclusion.

## FORM J

### Emergency Procedures and Response Team(s) needed

Emergency Procedure	Response & Team(s)
Animal Disturbance	Lock down
Armed Assault on Campus	Lock down
Biological or Chemical Release	Shelter/Evacuate Bldg./Off site Evac Incident Com direction to teams
Bomb Threat	Bomb Threat Checklist/Incident Com
Bus Disaster	Duck and Cover
Disorderly Conduct	Shelter/lockdown/evacuate Bldg./site
Earthquake	Duck and Cover/Command/teams Search and rescue/others as directed
Explosion/Risk of Explosion	Scenarios/Shelter/evacuate Bldg./Site/Incident Command/Search & Rescue/other teams
Fire in Surrounding Area	Shelter/evacuate Bldg./site/Inc. com
Fire on School Grounds	Evacuate Bldg./Search team//Inc. Com
Flooding	Shelter/Evacuate Bldg./site/Inc. Com Search & Rescue/other teams
Loss or Failure of Utilities/Communication	Incident Com/Utilities team
Motor Vehicle Crash	Incident Com/direct teams
Psychological Trauma	Incident Com/Crisis team
Suspected Contamination of Food or Water	Incident Com/isolate cont. food/water Food/Water team
Threat of Violence	Incident Command may call 911
Unlawful Demonstration	Incident Com/shelter/evacuate Bldg./Off site