

# **Comprehensive School Safety Plan**

## **SB 187 Compliance Document**

**2019-2020  
School Year**

**School:** Cold Spring Elementary School

**CDS Code:** 42691616045348

**District:** Cold Spring Elementary School District

**Address:** 2243 Sycamore Canyon Road  
Santa Barbara, CA 93108

**Date of Adoption:** December 16, 2019

**Approved by:**

Name	Title	Signature	Date
	School Site Council/LCAP Advisory Committee		
	Montecito Fire		
	SB County Sheriff's Office		
Jennifer Miller	CSSD Board President		
Amy Alzina	Superintendent/Principal		

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at [www.coldspringschool.net](http://www.coldspringschool.net).

### **Safety Plan Vision**

The Governance Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **Cold Spring Elementary School Safety Committee**

#### **Assessment of School Safety**

Comprehensive Safety Plan

The Governance Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0510 - School Accountability Report Card)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

The school site council shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy, and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting.

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent/Principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

By October 15 of each year, the Superintendent/Principal or designee shall notify the California Department of Education if the school has not complied with the requirements of Education Code 32281. (Education Code 32288)

(cf. 1312.3 - Uniform Complaint Procedures)

#### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

Comprehensive Safety Plan

Content of the Safety Plan

The school safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. The plan shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 6159 - Individualized Education Program)

b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Hate crime reporting procedures

(cf. 5145.9 - Hate-Motivated Behavior)

Regulation COLD SPRING ELEMENTARY SCHOOL DISTRICT

approved: February 5, 2009 Santa Barbara, California

**(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Cold Spring ESD | BP 5141.4 Students

Child Abuse And Prevention And Reporting

The Governance Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse.

(cf. 6143 - Courses of Study)

The Superintendent/Principal shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent/Principal or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent/Principal shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent/Principal shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent/Principal shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

#### **(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

##### **Disaster Plan (See Appendix C-F)**

The Governance Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent/Principal or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

In developing the district emergency plans, the Superintendent/Principal or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent/Principal or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

### **Public Agency Use of School Buildings for Emergency Shelters**

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

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(cf. 5131.7 - Weapons and Dangerous Instruments)

The Board of Trustees desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

Possession of Weapons

The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

(cf. 3515.3 - District Police/Security Department)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

Under the power granted to the Board to maintain order and discipline in the school and to protect the safety of students, staff, and the public, any school employee is authorized to confiscate a weapon, dangerous instrument, or imitation firearm from any person on school grounds.

(cf. 4158/4258/4358 - Employee Security)

(Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

(cf. 5125 - Student Records)

(cf. 5138 - Conflict Resolution/Peer Mediation)

Cold Spring ESD | BP 5144.1 Students

Suspension And Expulsion/Due Process

The Governance Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

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

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent/Principal or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

**(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

Cold Spring ESD | AR 4158 Personnel

Employee Security

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

Employees shall promptly report to the Superintendent/Principal any attack, assault or physical threat made against them by a student.

Both the employee and the Superintendent/Principal shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to the Superintendent/Principal and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

(cf. 3515.2 - Disruptions)

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

(cf. 3515.4 - Recovery for Property Loss or Damage)

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent/Principal or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent/Principal or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

#### Notice Regarding Student Offenses Committed While Outside School Jurisdiction

(Welfare and Institutions Code 827)

#### Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the Superintendent/Principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Superintendent/Principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

#### Cold Spring ESD | AR 4258 Personnel

##### Employee Security

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent/Principal or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

#### Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent/Principal or designee shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The Superintendent/Principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent/Principal shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent/Principal shall transmit the information provided by the student's parole or probation officer to the Superintendent/Principal of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

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In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the Superintendent/Principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Superintendent/Principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

## Employee Security

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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In addition, employees shall promptly report to the Superintendent/Principal and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

(cf. 3515.2 - Disruptions)

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

(cf. 3515.4 - Recovery for Property Loss or Damage)

## Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent/Principal or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

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Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent/Principal shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent/Principal shall transmit the information provided by the student's parole or probation officer to the Superintendent/Principal of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

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In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the Superintendent/Principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Superintendent/Principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

#### **(E) Sexual Harassment Policies (EC 212.6 [b])**

A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

Uniform Complaint Procedures

Except as the Board of Trustees may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

#### Compliance Officers

The district designates the individual identified below as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual also serve as the compliance officer specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Dr. Amy Alzina, Superintendent/Principal

2243 Sycamore Canyon Road

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(805) 969-2678

[aalzina@coldspringschool.net](mailto:aalzina@coldspringschool.net)

The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent/Principal or designee who shall determine how the complaint will be investigated.

The Superintendent/Principal or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent/Principal or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

#### Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent/Principal or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth, homeless students, and former juvenile court school students to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent/Principal or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
  - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
  - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
  - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent/Principal or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
  - d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

i. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision

j. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

k. Copies of the district's UCP are available free of charge.

#### District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

#### Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent/Principal or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

#### Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

#### Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

#### Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

- a. Statements made by any witnesses
- b. The relative credibility of the individuals involved
- c. How the complaining individual reacted to the incident
- d. Any documentary or other evidence relating to the alleged conduct

- e. Past instances of similar conduct by any alleged offenders
- f. Past false allegations made by the complainant

2. The conclusion(s) of law

3. Disposition of the complaint

4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
- b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
- c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence

6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr) within 180 days of the alleged discrimination.

#### Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

#### Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

#### Regulation COLD SPRING ELEMENTARY SCHOOL DISTRICT

approved: February 5, 2009 Santa Barbara, California

Cold Spring ESD | AR 4119.11 Personnel

Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

Every two years, the Superintendent/Principal or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent/Principal or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

## Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school publication that sets forth the district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee

(cf. 4031 - Complaints Concerning Discrimination in Employment)

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

## Regulation COLD SPRING ELEMENTARY SCHOOL DISTRICT

Cold Spring ESD | BP 4219.11 Personnel

### Sexual Harassment

arrow Previous bar Next arrow

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent/Principal or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to staff

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor or the Superintendent/Principal.

A supervisor or other district administrator who receives a harassment complaint shall promptly notify the Superintendent/Principal or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Cold Spring ESD | BP 4319.11 Personnel

Sexual Harassment

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3. Ensuring prompt, thorough, and fair investigation of complaints
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(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5145.3 - Nondiscrimination/Harassment)

Cold Spring ESD | BP 5145.3 Students

Nondiscrimination/Harassment

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District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education under Section 504)

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent/Principal

2243 Sycamore Canyon Road

Santa Barbara, CA 93108

(805) 969-2378

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with the grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall refer the matter to law enforcement where required.

(cf. 5145.7 - Sexual Harassment)

Cold Spring ESD | BP 5145.7 Students

Sexual Harassment

The Governance Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Instruction/Information

The Superintendent/Principal or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

## Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent/Principal or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent/Principal or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

## Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-6, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5131 - Conduct)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

## Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

The Superintendent/Principal or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the school.

## **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

The school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming):

The Governance Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

#### Gang-Related Apparel

The Superintendent/Principal, staff and parents/guardians may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

#### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety):

#### Safe Routes To School Program

The Governance Board recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent/Principal or designee shall develop and implement strategies to establish and promote safe routes to school program activities.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3510 - Green School Operations)

(cf. 3514 - Environmental Safety)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

The Superintendent/Principal may identify a program coordinator or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent/Principal may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

Strategies shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent/Principal shall explore the availability of grant funds and other sources of funding to support related projects and activities.

(cf. 1260 - Educational Foundation)

(cf. 3100 - Budget)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 7110 - Facilities Master Plan)

The Superintendent/Principal shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but not be limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

(cf. 0500 - Accountability)

#### Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

### **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

#### **Component:**

Cold Spring School will conduct a morning assembly focused around promoting a positive safe and orderly school climate utilizing John Wooden's Pyramid of Success.

#### **Element:**

Morning Assembly

#### **Opportunity for Improvement:**

To highlight specific student examples of character development during a monthly "Student Spotlight" assembly.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To conduct a monthly "Student Spotlight" awards assembly highlighting the great student examples outlined in John Wooden's Pyramid of Success.	Form a Social Emotional Learning Committee comprised of teachers, staff and administration to define the purpose of the assembly for staff and name for the student recognition assembly. Administration will solicit input from parents during a principal's coffee.	SEL Curriculum, SEL Team, SEL Consultant	Kori Gibson and Amy Alzina	Monthly Student Spotlight Assembly
	Ask teachers to submit two students from their class with a pillar and narrative example to insert on a certificate.		Kori Gibson	
	Calendar and organize a monthly assembly be held in the auditorium.		Amy Alzina	
	Invite parents to attend the assembly.		Classroom Teachers	
	Create a Mural - What if you Fly?		Jean Gradias and Amber O'Neil	STEAM Showcase

**Component:**

Character Development

**Element:**

John Wooden Pyramid of Success

**Opportunity for Improvement:**

Character development will improve classroom and playground behavior and success

Objectives	Action Steps	Resources	Lead Person	Evaluation
Introduce Weekly Pillar	Introduce weekly pillar at morning assembly each week	Pyramid of Success book	Amy Alzina	Calendar
Sixth Grade Promotion	Award students' character development and success at sixth grade promotion	Pyramid of Success book, certificates, frames	Amy Alzina and Linda Edwards	awards

**Component:**

Emergency Drills

**Element:**

Conduct Monthly Emergency Drills

**Opportunity for Improvement:**

To improve the clarity of the CSS Safety Plan

Objectives	Action Steps	Resources	Lead Person	Evaluation
To conduct monthly school wide emergency drills	The principal will collaborate with the staff to organize and conduct monthly emergency drills.	CSS Safety Plan	Amy Alzina	Record log that is in the office.
To participate in the California Great Shakeout on October 18th	Register Cold Spring School to participate in the Great Shakeout. Organize and connect with staff, Montecito fire and law enforcement a mock earthquake scenario to be used in the earthquake drill.	<a href="https://www.shakeout.org">https://www.shakeout.org</a>	Amy Alzina	Record log that is in the office.
To inform the students regarding earthquake and fire procedures for when they are at home and at school.	The classroom teachers will review safety protocols with students in class.	Safety Plan	Amy Alzina	Time it takes to evacuate the buildings
To collaborate with the Office Of Emergency Management regarding our disaster preparedness procedures	Meet regularly with the OEM to receive safety updates regarding Fire and Storm protocols.	<a href="https://readysbc.org">https://readysbc.org</a>	Amy Alzina	verbal feedback from the OEM and SBCEO.

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)****Cold Spring Elementary School Student Conduct Code****Conduct Code Procedures****Discipline**

The Governance Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6164.5 - Student Success Teams)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent/Principal or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

#### **(J) Hate Crime Reporting Procedures and Policies**

Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governance Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

The Superintendent/Principal or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6020 - Parent Involvement)

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6141.94 - History-Social Science Instruction)

The Superintendent/Principal or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

#### Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Superintendent. Upon receiving such a complaint, the Coordinator/Superintendent shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131- Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.7 - Sexual Harassment)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Superintendent and/or law enforcement, as appropriate.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

## **Safety Plan Review, Evaluation and Amendment Procedures**

### **Comprehensive Safety Plan**

The Governance Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0510 - School Accountability Report Card)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

The school site council shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy, and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting.

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent/Principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

By October 15 of each year, the Superintendent/Principal or designee shall notify the California Department of Education if the school has not complied with the requirements of Education Code 32281. (Education Code 32288)

(cf. 1312.3 - Uniform Complaint Procedures)

## **Safety Plan Appendices**

## **Emergency Contact Numbers**

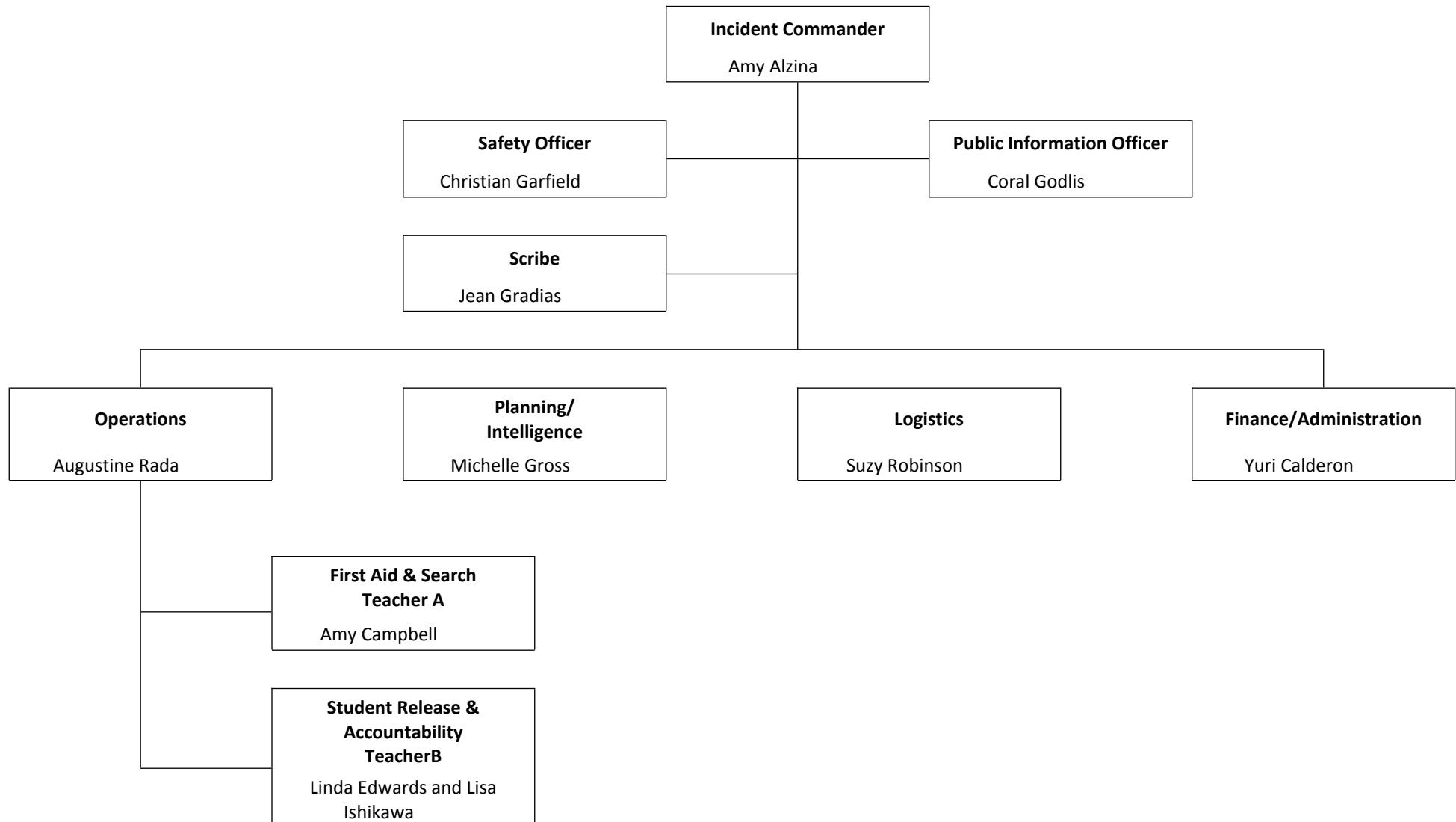
### **Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Montecito Fire Department	805.969.7762	
Public Utilities	PG&E	1.800.743.5000	
Local Hospitals	Cottage Hospital	805-682-7111	
American National Red Cross	Red Cross Hotline	1.800.733.2767	

### **Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Parent Meeting - Review of Safety Plan	December 3, 2019 at 8:30am	Cold Spring School Principal's Coffee Meeting
School Site Council - Review of Safety Plan	December 11, 2019 at 7:30am	Cold Spring School LCAP/School Site Council Meeting
Staff Meeting - Review of Safety Plan	August 21, 2019 at 2:45pm	Cold Spring School Staff Meeting
Present Planned Power Outage Plan to the Board	November 12 at 6:00pm	Cold Spring School Board Meeting
The superintendent/principal attends regular meetings with the OEM in order to ensure CSSD remains in a non-evacuation area. In addition, the superintendent/principal sends ParentSquare notifications to parents and staff whenever changes arrive from the OEM.		

## Cold Spring Elementary School Incident Command System



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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 agencies participating in response to an emergency. SEMS consists of five functions:

#### **Responsibilities**

##### **COMMAND CENTER**

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

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs. Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to MERRAG, County Schools,
4. Secure all pupil records.

###### **Custodial**

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

###### **Command Center Team Leader**

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

###### **Team**

1. Coordinates communication of all teams.
2. Relays/receives messages. Determines if additional help is needed.
3. Reports back to Incident Commander.
4. Communicates with outside emergency assistance.
5. Assigns staff to new areas as needed.
6. Keeps a log-times, volunteers, equipment usage

##### **OPERATIONS TEAMS**

###### **First Aid Team**

1. Takes its direction from the school nurse if she is on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

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

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with fire extinguishers located throughout the school.

5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.

#### Emergency Assembly Area Team/Reunification

1. Team leader reports to the Command Center the roll count including the names of missing students for each class.
2. Students are relocated to areas determined as safe and appropriate for long-term shelter.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.
5. Records times of parent contacts and releases to parents on the classroom Emergency List.

#### Buddy Teachers

1. Take roll. Indicate injured or missing students on Name Tag sheet. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exits the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center by a runner.

#### All Staff

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keep track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

### Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, 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. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### Operations

All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

\*See STANDARD RESPONSE PROTOCOLS in Appendix

#### All Emergencies

1. Use common sense. Remain calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

\*STUDENTS

Return inside

Business as usual

\*TEACHER

Bring everyone indoors

Lock perimeter doors

Increase situational awareness

Business as usual

Take attendance

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT. (The fire alarm or intercom "Lockdown" will signal a LOCKDOWN)

\*STUDENTS

Move away from sight

Maintain silence

Do not open the door

TEACHER

Lock interior doors

Turn out the lights

Move away from sight

Do not open the door

Maintain silence

Take attendance

EVACUATE! TO ANNOUNCED LOCATION.

\*STUDENTS

Bring your phone

Leave your stuff behind

Follow instructions

\*TEACHER

Lead evacuation to location

Take attendance

Notify if missing, extra or injured students

SHELTER! HAZARD AND SAFETY STRATEGY. (Earthquake)

\*STUDENTS

Comprehensive School Safety Plan

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground  
**\*TEACHER**  
Lead safety strategy  
Take attendance

#### Definitions: Incidents, Emergencies, Disasters

##### Incident

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

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

##### Emergency

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

##### Disaster

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

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

#### **Step Two: Identify the Level of Emergency**

LOCKOUT!, LOCKDOWN! EVACUATE! SHELTER!

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

State of war emergency  
State of emergency  
State of local emergency

### **Step Three: Determine the Immediate Response Action**

#### **Levels of Response**

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

#### **Response Level 0 - Readiness and Routine Phase**

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

#### **Response Level 3 - Local Emergency**

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

#### **Response Level 2 - Local Disaster**

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

#### **Response Level 1 - Major Disaster**

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

### **Step Four: Communicate the Appropriate Response Action**

#### **Emergency Phases**

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

#### **Prevention/Mitigation Phase**

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

#### **Preparedness Phase**

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

### **Response Phase**

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

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

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

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

### **Recovery Phase**

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

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### **Fallen Aircraft**

The principal determines the emergency action to be taken.

Students and staff must keep a safe distance from the aircraft.

Teachers must account for all their pupils by taking roll.

#### **Lock-Out - Shelter in Place**

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

The following steps should be followed when instructed or when an alerting system triggers a Lock-Out:

**Shelter-Go** inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.

Shut-Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

Listen-Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

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

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

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

### **Animal Disturbance**

#### **Lock-Out - Shelter in Place**

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

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

**Shelter-Go** inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.

Shut-Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

Listen-Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

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

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

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

### **Armed Assault on Campus**

#### **LOCKDOWN - LOCKS, LIGHTS, OUT OF SIGHT**

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

#### **Immediate actions**

Call 9-1-1

Students and staff go into classrooms/buildings or run to off-site evacuation areas and get out of sight.

Lockdown includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration.

Administration notifies the superintendent.

Superintendent notifies the Ellen Barger at the SBCEO and the Governance Board

#### **Intermediate activities**

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll and conduct anxiety-reducing activities.

#### **Evacuation**

Prepare students and yourself for a quick evacuation.

Follow directions of law enforcement when they arrive.

#### **LOCKDOWN:**

In the event of an intruder(s) who poses a danger to the school, a lockdown signal shall be used to alert employees and/or the signal will be the fire alarm.

When staff members hear the alarm they will keep their students in the classroom. If students are outdoors, they should go to the classroom or other closest safe area for lockdown. While in the lockdown situation, students should be directed to stay away from windows and get out of sight. They should remain in lockdown until staff member comes to the classroom to unlock the door and announce that all is clear.

#### **Relocation Plans:**

Two escape route action plans can be implemented if the school site must be evacuated. The staff should be given the signal, “Take your class to Relocation Area #1 (or #2). Staff members will escort their classes to the designated area and supervise them in the same manner as a fire or earthquake drill.

#### **Relocation Route #1 -- Montecito Covenant Church**

Students exit school through the Cold Spring Road parking lot gate. They will walk along the sidewalk to the end of the parking lot and walk along Cold Spring Road to the Church. Students and staff will assemble by class in the same manner as a fire drill.

#### **Relocation Route #2 - Lovik Field**

Students will exit school through the Orwig Corridor. They will walk down Paso Robles Drive to Chelham Way and use the walkway to enter the Orwig Corridor. Students and staff will assemble by class in the same manner as a fire drill.

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

### **Biological or Chemical Release**

#### **Nuclear Attack**

Follow procedures outlined under "Earthquakes" with the exception of leaving the building. If buildings remain intact, remain inside until further directions are given. It is important to remain in a protective position through both the explosion, heat wave (5-15 seconds after the explosion) and blast wave (15-60 seconds after the explosion).

#### **Chemical Accident**

Warning of a chemical accident is usually received from the fire or police department or from civil defense authorities when such accidents occur sufficiently near a school to be a threat to student and personal safety.

1. The superintendent/principal makes the decision to evacuate the school site if any immediate decision is necessary. In making this decision, the toxicity, volatility, flammability and potential explosive behavior of the chemical must be considered.

2. Students and staff evacuate the site walking crosswind and never directly with or against the wind carrying the fumes.

#### **LOCKOUT**

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

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

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

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

#### **LOCKDOWN and Take Cover**

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

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

### **Bomb Threat/ Threat Of violence**

#### **Bomb Threats**

1. Evacuate buildings according to fire drill plans

2. The Incident Commander contacts the Sheriff's Department.
3. Staff and students remain clear of the buildings until local authorities determine the next step.

#### Standard Response Procedures Basic Actions

Most emergency responses are covered by the following basic actions.

##### LOCKOUT

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance

##### Evacuate

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

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

##### LOCKDOWN/Shelter

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

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

#### Bus Disaster

Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

#### Flash Flood

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

#### Dry Lightning

When the lightning is six miles away.  
(Flash-to-bang time of 30 seconds or less).  
Move inside quickly and calmly.

Must remain indoors for 30 minutes after each Lightning strike.  
CSS staff will monitor local conditions.

#### All Emergencies

1. Use common sense. Remain Calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.

#### School Process for Release of Student Custody

1. Adults collecting students go directly to the office to be directed to the location of their child(ren).
2. The teacher records the name of the adult to whom the child(ren) are released, using the School Emergency List.

### **Disorderly Conduct**

#### Conduct

The Governance Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.1 - Bus Conduct)

(cf. 6145.2 - Athletic Competition)

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

Students and parents/guardians shall be notified of school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3. Harassment of students or staff, such as bullying, including cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering, in accordance with the section entitled "Bullying/Cyberbullying" below

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the Superintendent/Principal or designee. The Superintendent/Principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

(cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drug in violation of school rules

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent/Principal or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts the educational program of the district or any other district in accordance with law, Board policy, or administrative regulation.

#### Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

In accordance with the Board's policy and administrative regulation on search and seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

(cf. 5145.12 - Search and Seizure)

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

#### Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. This instruction may involve parents/guardians, staff, and community members.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6163.4 - Student Use of Technology)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians and students also may be provided with similar information.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5136 - Gangs)

AR 5145.7 - Sexual Harassment.

#### **Earthquake**

All district personnel must make arrangements regarding their own families and home. In an emergency, all personnel are to complete their assigned duties and remain until properly relieved by their site administrator.

In the absence of any one of the following employees, the Incident Commander will designate available personnel to assume his/her duties. The duties of the staff are listed below. Instructional assistants will help in the Student Assembly Area unless assigned elsewhere.

#### EARTHQUAKE EMERGENCY PROCEDURES

##### STEP #1

WHEN YOU HEAR THE SIGNAL OVER THE INTERCOM ("SHELTER/EARTHQUAKE"), OR IN THE EVENT YOU FEEL AN EARTHQUAKE

WHEREVER YOU ARE EVERYONE DOES THE "DUCK, COVER & HOLD" MANEUVER

##### REMEMBER:

- Duck, cover, and hold no matter where you are
- Do not stand in doorways

- Get away from glass
- Every step you take increases your chances of getting

injured-stay put until shaking stops

## STEP #2

### AFTER THE SHAKING STOPS

EVACUATE STUDENTS TO THE EMERGENCY ASSEMBLY AREA

COMPLETE STUDENT REPORT FORM MAKE SURE YOUR STUDENTS ARE CARED FOR

PROCEED TO THE ASSIGNED AREA, IF DIFFERENT FROM THE EMERGENCY AREA

#### REMEMBER TO:

- Evaluate the situation carefully
- Stay calm; calm your students
- Select alternate evacuation route if you encounter safety hazards; report these hazards to nearest team leader
- Help your students feel comfortable
- Report to your assigned area and begin completion of tasks

## STEP #3

PROCEED WITH TASK ASSIGNMENTS

COMPLETE ASSIGNMENTS/ASSESS PROGRESS

REPORT FINDINGS

TO APPROPRIATE TEAM LEADERS

RECORD YOUR FINDINGS

STAY CALM, MOVE EFFICIENTLY

WHEN RELIEVED OF ASSIGNMENT,

EVALUATE YOUR ACTIONS

#### REMEMBER:

- Stay calm
- Know your assignment tasks
- Calm others
- Complete paperwork
- Work together

### TASKS - ALL STAFF

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.

4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keeps track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

#### TASKS - INCIDENT COMMANDER

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs.  
Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to the Assistant Superintendent for Instructional Service Services.
4. Advise the Superintendent/Principal if removal of pupils to an alternate site is necessary.
5. Secure all pupil records.

#### TASKS - CUSTODIAL

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

#### TASKS - OFFICE MANAGER

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

#### TASKS - OPERATIONS TEAM MEMBERS

1. Assist Office Manager.
2. Coordinate communication among all teams.
3. Relays/receives messages. Determines if additional help is needed.
4. Reports back to Incident Commander.
5. Assists in rescue. Helps transport victims.

6. Communicates with outside emergency assistance.

7. Assigns staff to new areas as needed.

8. Keeps a log - times, volunteers, equipment usage

#### TASKS - FIRST AID TEAM

1. Takes its direction from the school nurse if on-site.

2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).

3. Reports physical condition of pupils/personnel to Incident Commander.

4. Determines need for additional medical help, including hospitalization.

5. Keeps a written record of injury treatment, time of treatment and names of those treated.

#### TASKS - DAMAGE/SAFETY ASSESSMENT TEAMS

(2 teams; See site maps)

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.

2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.

3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.

4. Put out small fires with classroom extinguishers.

5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.

6. Complete inventory of equipment; need for replacement.

#### TASKS - EMERGENCY ASSEMBLY AREA TEAM

1. Receives/relays messages. Designates runners (5th and 6th grade students) to go between the assembly area and the parent unification area (Parent Communication/Unification Team).

2. Team leader reports to the Command Center the roll count for each class.

3. Act as caretakers of the students.

4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.

#### TASKS - PARENT COMMUNICATION/REUNIFICATION TEAM

1. Relays/receives messages. Sends 5th and 6th grade students to Emergency Assembly Area when necessary.

2. Designates student escort (parent or volunteer aide) to pick up students that are to be released to parents or other designated adults listed on the Emergency Card.

3. Team leader reports to the Operations Center.

4. Records times of parent contacts and releases to parents in a log (see log and runner forms).

#### TASKS - CAMPUS SECURITY TEAM

1. Routes volunteers.

2. Routes media.

3. Routes Fire and Rescue crews.

4. Reports to Command Center.

#### TASKS - BUDDY TEACHERS

1. Take roll. Indicate injured or missing students on Student Form. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.

2. When leaving classroom, visually check to see if buddy or class next door exit the building.

3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.

4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.

5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center.

#### **Explosion or Risk Of Explosion**

##### Explosion

Follow procedures for earthquakes:

All district personnel must make arrangements regarding their own families and home. In an emergency, all personnel are to complete their assigned duties and remain until properly relieved by their site administrator.

In the absence of any one of the following employees, the Incident Commander will designate available personnel to assume his/her duties. The duties of the staff are listed below. Instructional assistants will help in the Student Assembly Area unless assigned elsewhere.

#### EARTHQUAKE EMERGENCY PROCEDURES

##### STEP #1

WHEN YOU HEAR THE SIGNAL OVER THE INTERCOM, OR IN THE EVENT OF AN EARTHQUAKE

WHEREVER YOU ARE EVERYONE DOES THE "DUCK, COVER & HOLD" MANEUVER

##### REMEMBER:

- Duck, cover, and hold no matter where you are
- Do not stand in doorways
- Get away from glass
- Every step you take increases your chances of getting

injured-stay put until shaking stops

NOTES:

STEP #2

AFTER THE SHAKING STOPS

EVACUATE STUDENTS TO THE EMERGENCY ASSEMBLY AREA

COMPLETE STUDENT REPORT FORM MAKE SURE YOUR STUDENTS ARE CARED FOR

PROCEED TO THE ASSIGNED AREA, IF DIFFERENT FROM THE EMERGENCY AREA

REMEMBER TO:

- Evaluate the situation carefully
- Stay calm; calm your students
- Select alternate evacuation route if you encounter safety hazards; report these hazards to nearest team leader
- Help your students feel comfortable
- Report to your assigned area and begin completion of tasks

NOTES:

STEP #3

PROCEED WITH TASK ASSIGNMENTS

COMPLETE ASSIGNMENTS/ASSESS PROGRESS

REPORT FINDINGS TO APPROPRIATE TEAM LEADERS

RECORD YOUR FINDINGS

STAY CALM, MOVE EFFICIENTLY

WHEN RELIEVED OF ASSIGNMENT,

EVALUATE YOUR ACTIONS

REMEMBER:

- Stay calm
- Know your assignment tasks
- Calm others
- Complete paperwork
- Work together

Notes:

TASKS - ALL STAFF

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.

5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keeps track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

#### TASKS - INCIDENT COMMANDER

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs.  
Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to the Assistant Superintendent for Instructional Service Services.
4. Advise the Superintendent/Principal if removal of pupils to an alternate site is necessary.
5. Secure all pupil records.

#### TASKS - CUSTODIAL

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

#### TASKS - OFFICE MANAGER

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

#### TASKS - OPERATIONS TEAM MEMBERS

1. Assist Office Manager.
2. Coordinate communication among all teams.
3. Relays/receives messages. Determines if additional help is needed.
4. Reports back to Incident Commander.
5. Assists in rescue. Helps transport victims.
6. Communicates with outside emergency assistance.

7. Assigns staff to new areas as needed.
8. Keeps a log - times, volunteers, equipment usage

#### **TASKS - FIRST AID TEAM**

1. Takes its direction from the school nurse if on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

#### **TASKS - DAMAGE/SAFETY ASSESSMENT TEAMS**

(2 teams; See site maps)

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with classroom extinguishers.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.
6. Complete inventory of equipment; need for replacement.

#### **TASKS - EMERGENCY ASSEMBLY AREA TEAM**

1. Receives/relays messages. Designates runners (5th and 6th grade students) to go between the assembly area and the parent unification area (Parent Communication/Unification Team).
2. Team leader reports to the Command Center the roll count for each class.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.

#### **TASKS - PARENT COMMUNICATION/REUNIFICATION TEAM**

1. Relays/receives messages. Sends 5th and 6th grade students to Emergency Assembly Area when necessary.
2. Designates student escort (parent or volunteer aide) to pick up students that are to be released to parents or other designated adults listed on the Emergency Card.
3. Team leader reports to the Operations Center.
4. Records times of parent contacts and releases to parents in a log (see log and runner forms).

## TASKS - CAMPUS SECURITY TEAM

1. Routes volunteers.
2. Routes media.
3. Routes Fire and Rescue crews.
4. Reports to Command Center.

## TASKS - BUDDY TEACHERS

1. Take roll. Indicate injured or missing students on Student Form. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exit the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center.

## Fire in Surrounding Area

### Wildfire Procedures

CSS staff will initiate this plan upon notification or observation of a wildfire in the CSS area that is a possible threat to the school.

Begin emergency procedures:

- Establish a command center in the office
- During class time: Notify classrooms through intercom to Lock-Out
- (If there is no electrical power, office staff will go directly to classrooms.)
- During recess: set off the fire alarm for students and staff to lockdown and wait for announcement to "Evacuate to the Assembly Area."
- Staff members begin wildfire plan responsibilities

## CLASSROOM PROCEDURES FOR WILDFIRE

- Students/staff in Room 12 return to regular classroom.
- Students/staff in Room 15, return to regular classroom.
- Students and staff in Room 14 (Dolphin Center) return to regular classroom.
- Students in music, library, reading, SDC, RSP, speech return to classrooms.

Steps for students with breathing problems or asthma

1. comfort/reassure/relax – maintain in sitting position.
2. locate inhaler
3. administer medication as needed
4. call 911 if breathing problem increases

## Evacuation from School

If notified to evacuate by local authorities, the Superintendent/Principal will notify the staff to evacuate to Franklin Elementary School (1111 East Mason Street).

MTD busses may be available to transport students and staff.

Otherwise, teachers, staff, and available parents will drive students to the evacuation site.

All staff take their emergency backpack and binder. Students should wear name tags.

Once evacuation procedures begin, all students must be transported to the evacuation site. Students cannot be taken directly home.

At the evacuation site, classes will reassemble in a designated area and the student release system will start again.

Augustine Rada and Christian Garfield and other staff conduct sweep of all buildings and secure school.

## Wildfire:

In the event of wildfire in the vicinity of Cold Spring School, the school staff and students will initiate the following procedures:

The superintendent/principal will establish an emergency command center in the Office. All communication systems will be initiated – on site walkie-talkie system and MERRAG radio. Evacuation procedures/materials will be readied and on stand-by. Local media will be monitored.

Staff and students will be notified to take “shelter-in-place.” “Shelter-in-place” requires students and staff to remain indoors with windows and doors closed. All students working with specialists will return to their assigned classrooms. Students and staff working in the portable classrooms will move to another location in the school. Students will not be excused to restrooms without adult escort.

Parents coming on campus to pick up students will go directly to their children’s classrooms. Students will be released to parents at the students’ classrooms. Teachers will sign-out each student on the Emergency Release Form. Students will be released only to adults listed on the students’ Emergency Release Cards.

**COLD SPRING SCHOOL WILL EVACUATE THE SCHOOL ONLY IF DIRECTED BY LOCAL AUTHORITIES.** In most cases, the Montecito Fire Department has advised us to “shelter-in-place,” even if flames are present on the school campus. Students are considered safer in the protection of the school’s buildings, than evacuating by foot. If advised by the local authorities to evacuate, the Cold Spring staff will take whatever steps are necessary to evacuate the school using staff vehicles and vans or buses provided by local agencies.

## Relocation Plans (See attached Storm Readiness Plan):

If Cold Spring School students and staff are ordered or advised to evacuate the school by local authorities, the following procedures will be implemented.

The superintendent/principal will communicate the plan to evacuate the school to the staff and identify the relocation site.

### Franklin Elementary School

1111 East Mason Street

Santa Barbara

Students will stay together with their class and walk to the parking lot. The teachers will record the students’ names and the vehicle they enter.

Students entering vehicles during an all-school evacuation must proceed to the predetermined relocation site. Students are not to be released to their parents until the students are checked in at the relocation site.

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

## **Fire on School Grounds**

### **Building Fire**

1. At the sound of the intercom signal "Evacuate" students line up at the door and proceed in an orderly, quiet fashion to assembly area on the primary basketball courts. Students are to remain at this location under the supervision of their teachers until further instructions (911 should be called).

2. Teachers insure that all students evacuate the building safely and take attendance. Report any missing students to the incident commander immediately.

## **Flooding**

See appendices: "Storm Readiness Evacuation Plan" and "Trauma Informed Practices to Support Teachers"

### **A Debris Flow or Flood**

A Debris Flow or Flood may cause the area to be inundated with mud, rocks, vegetation and/or water. This can either cause destruction or isolate the school.

An Event Happens with Little or No Warning:

\*Call 911

\*Move students to a safe refuge area: Classrooms and/or auditorium

\*Maintain accountability of students and staff

\*Alert others on your way but do not stop until you are out of harm's way.

\*Be prepared to move if necessary

\*Communicate with parents the status of the school and students via ParentSquare Smart Alert

\*Encourage parents to stay put and stay safe

An Evacuation Order has been Issued by Authorities During Non-School Hours

\*Notify parents that school will be closed

\*Secure Cold Spring School

\*Secure an alternate campus to hold school: El Rancho Campus in Goleta (7421 Mirano Dr., Goleta, CA)

An Evacuation Order has been Issued by Authorities During School Hours

\*If the order is issued and does not occur for more than 4 hours, then notify parents to pick up their student

\*For students whose parents cannot pick up their student within 2 hours take the student to the alternative pick-up site outside of the Evacuation Order and Warning Area: Franklin Elementary School (1111 E. Mason Street, Santa Barbara, CA)

\*Maintain accountability of students and staff

\*Secure School

If the order is to occur in less than 2 hours, notify parents to pick up their student immediately

For students whose parents cannot pick up their student within 1 hour. Staff will take students to the alternative pick-up site outside of the Evacuation Order and Warning Area: Franklin Elementary School (1111 E. Mason Street, Santa Barbara, CA)

#### Flash Flood

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

#### Dry Lightning

1. When the lightning is six miles away.
2. (Flash-to-bang time of 30 seconds or less).
3. Move inside quickly and calmly.
4. Must remain indoors for 30 minutes after each Lightning strike.
5. CSS staff will monitor local conditions.

### **Loss or Failure Of Utilities**

Shelter in place

Incident commander assess situation

Secure generators, bathroom facilities as needed

Use back up food and water stores as needed

Walkie-talkies used for communication of staff

Contact OEM, SBCEO, School Board

### **Motor Vehicle Crash**

Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

#### Flash Flood

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

#### Dry Lightning

When the lightning is six miles away.

(Flash-to-bang time of 30 seconds or less).

Move inside quickly and calmly.

Must remain indoors for 30 minutes after each Lightning strike.

CSS staff will monitor local conditions.

### All Emergencies

1. Use common sense. Remain Calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.

5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.
8. Call 9-1-1

#### School Process for Release of Student Custody

1. Adults collecting students go directly to the office to be directed to the location of their child(ren).
2. The teacher records the name of the adult to whom the child(ren) are released, using the School Emergency List.

#### **Psychological Trauma**

\*See attached PowerPoint: "Trauma Informed Practices to Support Teachers"

Assess staff needs

Provide Staff with time to debrief before students arrive

Determine which teachers may need more support in debriefing with students

Provide staff with resources for coping and recovery

Create a system to identify students who may need more support

Spreadsheet about students with loss and heightened risk factors

Track absences and connect with families

Provide on-going opportunities for staff to support each other

Provide information to families

#### **Suspected Contamination of Food or Water**

Shelter in place

Incident commander assess situation

Secure bathroom facilities as needed

Use back up food and water stores as needed

Contact 9-1-1

Contact OEM, SBCEO, School Board

#### **Unlawful Demonstration or Walkout**

Incident Commander assess situation

Hold students in classrooms

# **“30 SECOND EMERGENCY PLAN”**

**Cold Spring School District**

**2019-2020**



# 30 SECOND EMERGENCY PLAN

Welcome to our school! We hope that your visit with us is enjoyable and all of your experiences with us be positive. However, with the social climate we live in today, we do need to account for and be prepared to respond to all situations. The following, while definitely not all inclusive, will be give you a quick overview of our Emergency Operations Plan and emergency response expectations. Please take a few moments to review this plan and share it with all of those in your organization who are also visiting us today.

Important phone numbers which may be useful during an emergency or in general while you are on our campus:

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

**Superintendent/Principal:**

Dr. Amy Alzina  
(805) 895-3652

**CBO/Legal Counsel:**

Yuri Calderon  
(619) 254-2778

**Executive Assistant to the Superintendent/HR Director:**

Coral Godlis  
(805) 453-4197

**Maintenance and Operations Supervisor:**

Augustine Rada  
(805) 448-5978

**Emergency Procedures: Remain Calm. You are responsible for your safety, the safety of your students and those around you.**

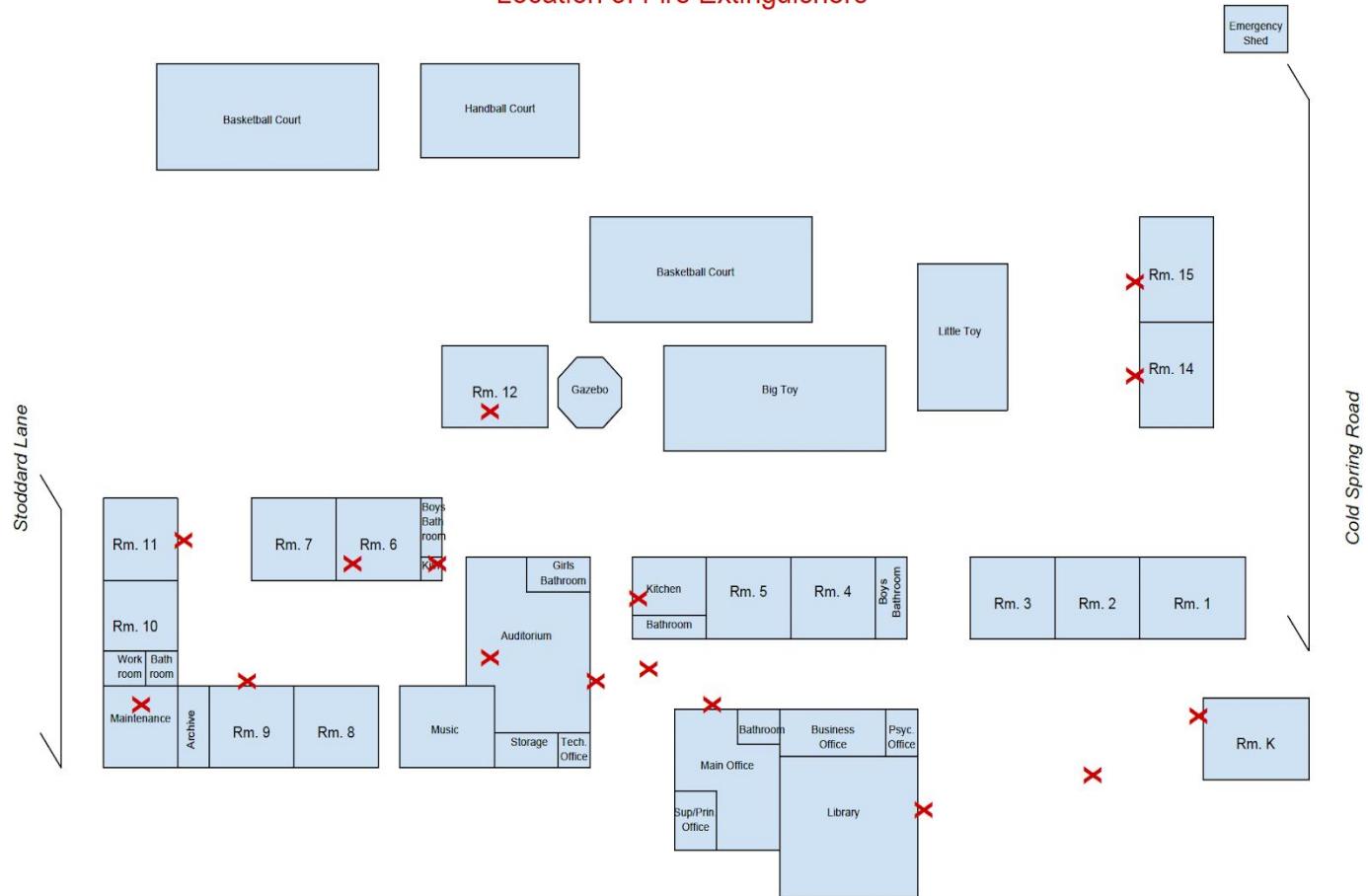
**Emergency Notifications:** Should there be sufficient time, you will hear an emergency notification over the Public Address System. Please follow the instructions you are provided. If no instructions are given, assess your situation and respond to the specific situation you are encountered with.

**Assembly Area:** The Assembly Areas listed here may not be available during an actual emergency depending on the specific circumstances of the emergency. You should identify both the primary assembly area and an alternative site should it be necessary.

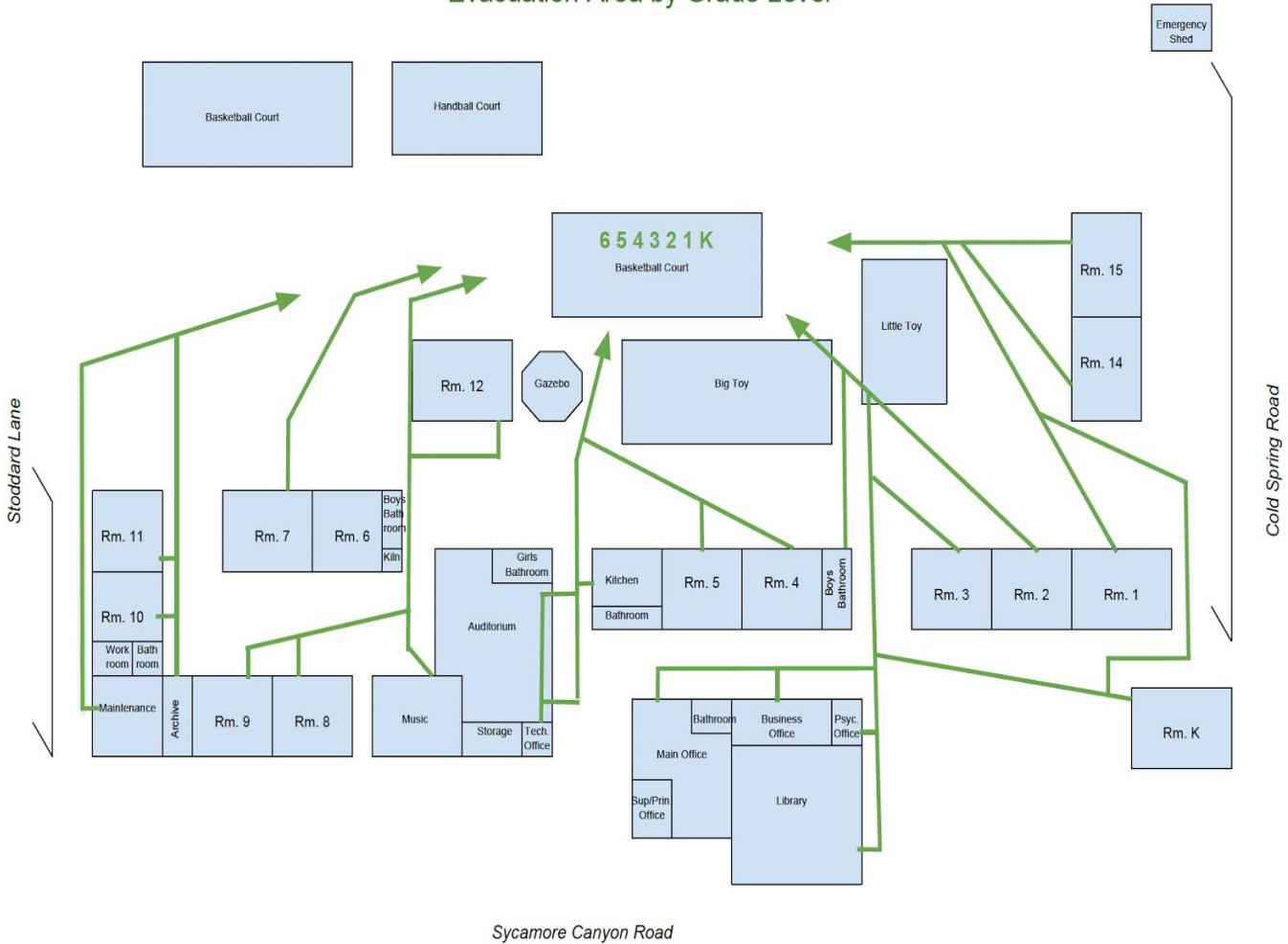
- Primary - Lower Playground Basketball Courts
- Alternate #1 Westmont College
- Alternate #2 Montecito Covenant Church

# Site Emergency Maps

## Location of Fire Extinguishers



## Evacuation Area by Grade Level



# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

## LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone indoors  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance



## LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## EVACUATE! TO ANNOUNCED LOCATION.

### STUDENTS

Bring your phone  
Leave your stuff behind  
Follow instructions

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! HAZARD AND SAFETY STRATEGY.

### STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



## ACTIVE SHOOTER RESPONSE

WHEN AN ACTIVE SHOOTER IS IN YOUR AREA	WHEN LAW ENFORCEMENT ARRIVES
1. RUN	<ul style="list-style-type: none"> <li>• Remain calm and follow instructions</li> <li>• Put down any items in your hands (i.e., bags/jackets)</li> <li>• Raise your hands and spread your fingers</li> </ul>
2. HIDE	<ul style="list-style-type: none"> <li>• Keep your hands visible at all times</li> <li>• Avoid quick movements towards officers such as holding onto them for safety</li> <li>• Avoid pointing, screaming, or yelling</li> <li>• Do not stop, ask officers for help or directions when evacuating</li> </ul>
3. FIGHT	INFORMATION
	<p>YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 9-1-1 OPERATOR</p> <ul style="list-style-type: none"> <li>• Location of the active shooter</li> <li>• Number of shooters</li> <li>• Physical description of the shooter</li> <li>• Number and type of weapons held by the shooters</li> <li>• Number of potential victims at the location.</li> </ul>

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

# Fire Emergency Action Plan



## Fire Action Plan



Activate the closest Fire Alarm Station



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



Leave the building or affected area by the nearest exit



Do not use the elevator,  
USE THE STAIRS



Do Not Stop to collect personal belongings



Report to the closest Assembly Area



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



Follow the instructions at the Assembly Area

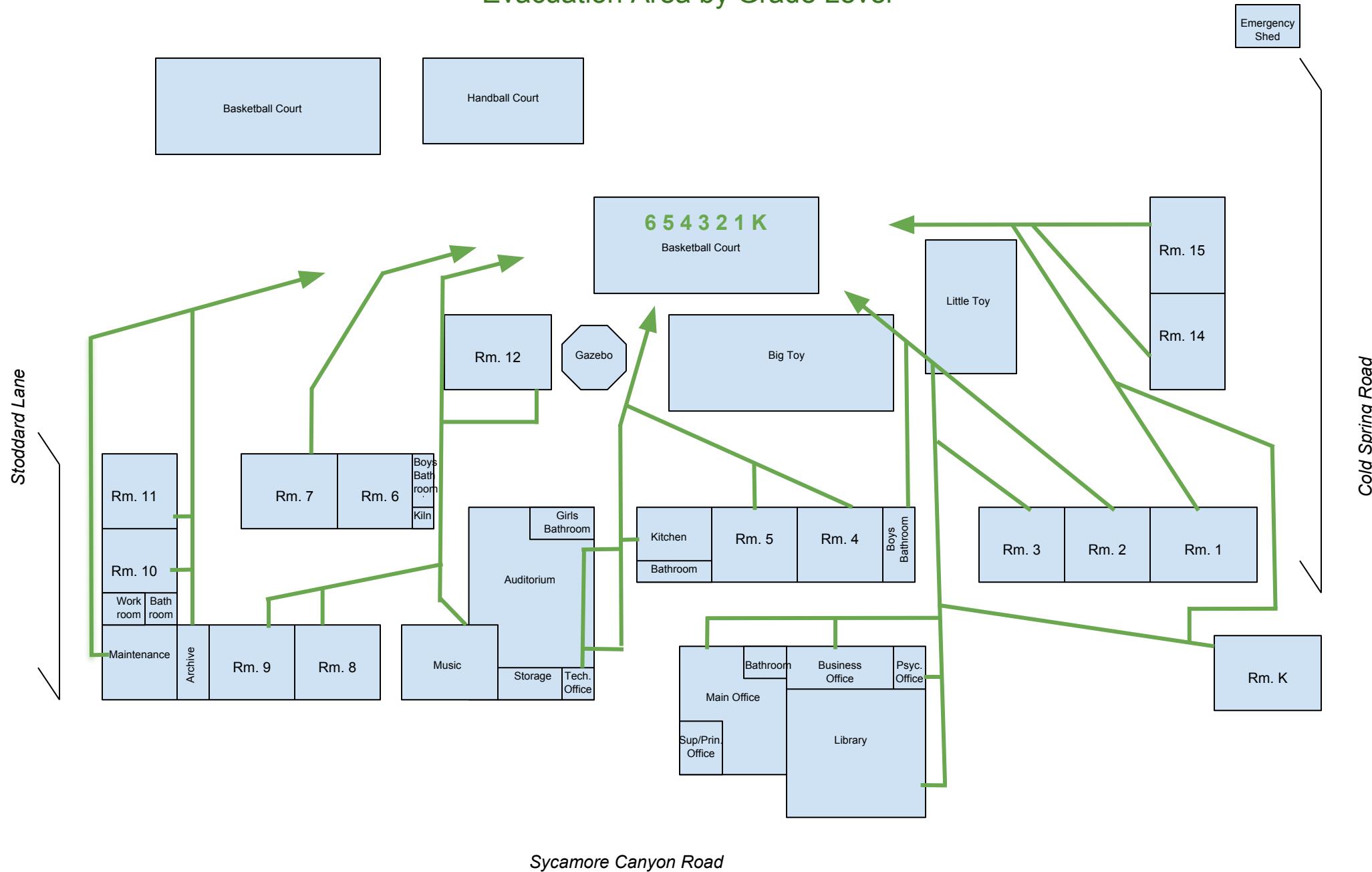
## Earthquake

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

Immediately following an earthquake:

- Assess your surroundings and your safety
- Assist those around you who need help
- After the shaking has stopped, evacuate to a safe area
- Follow the instructions you will receive from emergency responders

# Evacuation Area by Grade Level



# IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

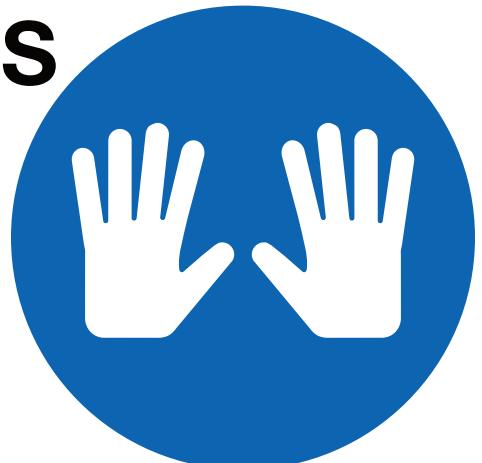
## LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS

### STUDENTS

Return inside  
Business as usual

### TEACHER

Bring everyone inside  
Lock perimeter doors  
Increase situational awareness  
Business as usual  
Take attendance



## LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT

### STUDENTS

Move away from sight  
Maintain silence

### TEACHER

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Take attendance



## EVACUATE! TO ANNOUNCED LOCATION

### STUDENTS

Bring your phone  
Leave your stuff behind

### TEACHER

Lead evacuation to location  
Take attendance  
Notify if missing, extra or injured students



## SHELTER! HAZARD AND SAFETY STRATEGY

### STUDENTS

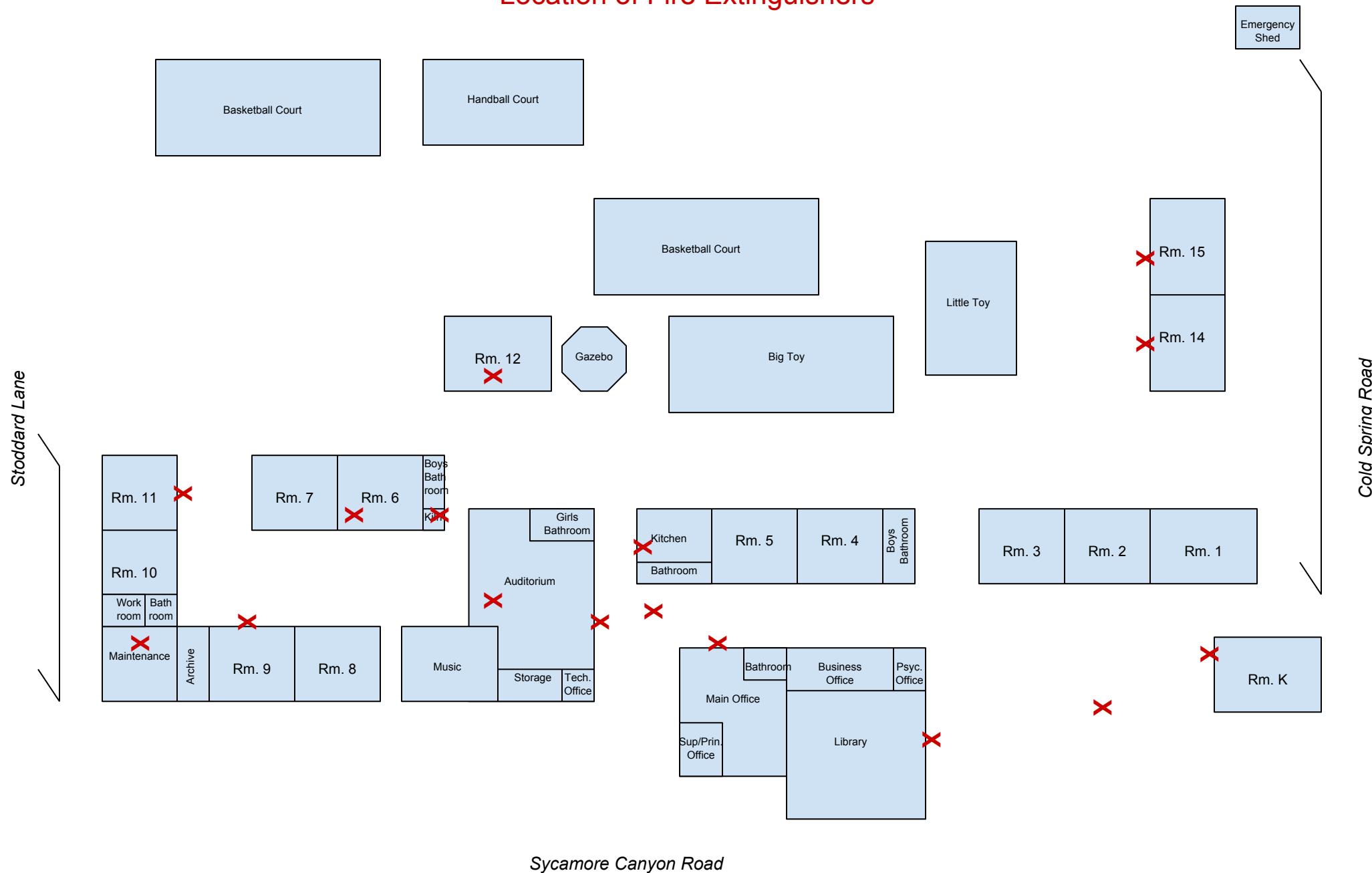
Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### TEACHER

Lead safety strategy  
Take attendance



# Location of Fire Extinguishers





## LOCKDOWN DRILL INTRODUCTION

A critical aspect in implementing the SRP with fidelity is the Lockdown Drill. Successful drills provide participants with the "Muscle Memory" should an actual Lockdown occur. Drills also reveal deficiencies that may exist in either procedure or personnel.

### PREPARATION

Prior to drilling, students, staff and administration should review the SRP Training Presentation (available at <http://iloveuguys.org>).

Administration should also verify with law enforcement their use of the SRP in the school or district.

Teachers should take time with students to identify and occupy a "Safe Zone" in the classroom where they cannot be seen through any corridor windows. If visibility in a classroom is problematic, alternative locations should be identified.

Additionally, the following instructions should be delivered to students.

1. Locate yourself at a point in the classroom where you can no longer see out the corridor window.
2. Maintain silence. No cell phone calls.
3. Refrain from texting during drills.

### PARTNERSHIPS

School level drills should have district support. There may also be district resources available to assist in conducting the drill. Another key partnership is with local law enforcement. Local patrol, community resource officers or school resource officers should be part of the drill process.

### THE EMERGENCY RESPONSE TEAM

A common practice is for the school to have a pre-identified Building/School Emergency Response Team. In a growing number of states, these teams are legislatively mandated to be organized using the Incident Command System. Even if not mandated, this structure is effective for responding to any type of incident and is used by other first responders.

It is not uncommon for administration to survey the staff population for prior emergency response, military or law enforcement experience for placement in the team.

### THE LOCKDOWN DRILL TEAM

The Lockdown Drill Team is a little different than the Emergency Response Team. During an actual Lockdown, members of the Emergency Response Team may be in classrooms or administrative offices in Lockdown mode and unable to assist with the response.

The ideal Lockdown Drill Team should include the principal, facilities manager, district safety representatives and law enforcement. In larger schools it's important to have enough people on the team to conduct the drill in a timely manner.

### STAFF NOTIFICATION

When Lockdown Drills are first being introduced to a school, it is absolutely okay to tell staff in advance of the drill. There may be staff members adversely affected by surprise drills.

### SPECIAL NEEDS CONSIDERATIONS

It is critical to inform special needs staff prior to every drill. Some special needs students need advance notification that a drill is going to occur. For some students, any alteration to routine can be problematic.

### THE PRE-DRILL BRIEFING

Prior to the Lockdown Drill a short planning meeting with the Lockdown Drill Team should occur. The agenda is simple:

1. Review the floor plan and team member assignments
2. Expected drill duration
3. The door knock and classroom conversation
4. Potential student or staff distress
5. Announcing the Lockdown Drill

When using public address to announce a Lockdown Drill, repeat, "Lockdown. Locks, Lights, Out of Sight. This is a drill." It's important to tell students and staff that this is a drill. Failure to do so will most likely result in parents, media and maybe even law enforcement coming to the school.

### CONDUCTING THE DRILL

The Lockdown Drill Team should be broken into groups of two or three members who go to individual classrooms. One of the members acts as "Scribe" and documents each classroom response. (See Lockdown Response Worksheet.)

At the classroom door, team members listen for noise and look through the corridor window for any student or staff visibility or movement. A team member then knocks on the door and requests entry. There should be no response to this request.

At this point a member of the team unlocks the classroom door and announces their name and position.

### THE CLASSROOM CONVERSATION

Typically this conversation addresses the purpose of the drill, and the observed outcome for that classroom. Additionally, self evacuation and other life safety strategies can be discussed. Any issues should be addressed gently but immediately.

### WINDOWS

Often there is a conversation about inside and outside windows. Corridor windows are left uncovered so that first responders can see inside the room. Outside windows are left untouched because the threat would be inside the building.

### THE LOCKDOWN DRILL TEAM DEBRIEF

At the conclusion of the drill, the team should reconvene for a debrief. Any issues should be documented and actions items should be identified.

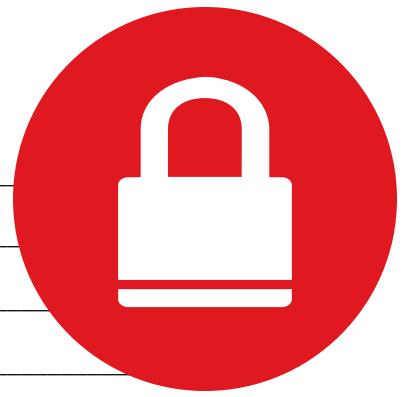
# LOCKDOWN DRILL

## WORKSHEET

School \_\_\_\_\_

Date/Time \_\_\_\_\_

Team Members \_\_\_\_\_  
\_\_\_\_\_



Stopwatch Time \_\_\_\_\_ Student Population \_\_\_\_\_ Staff Count \_\_\_\_\_

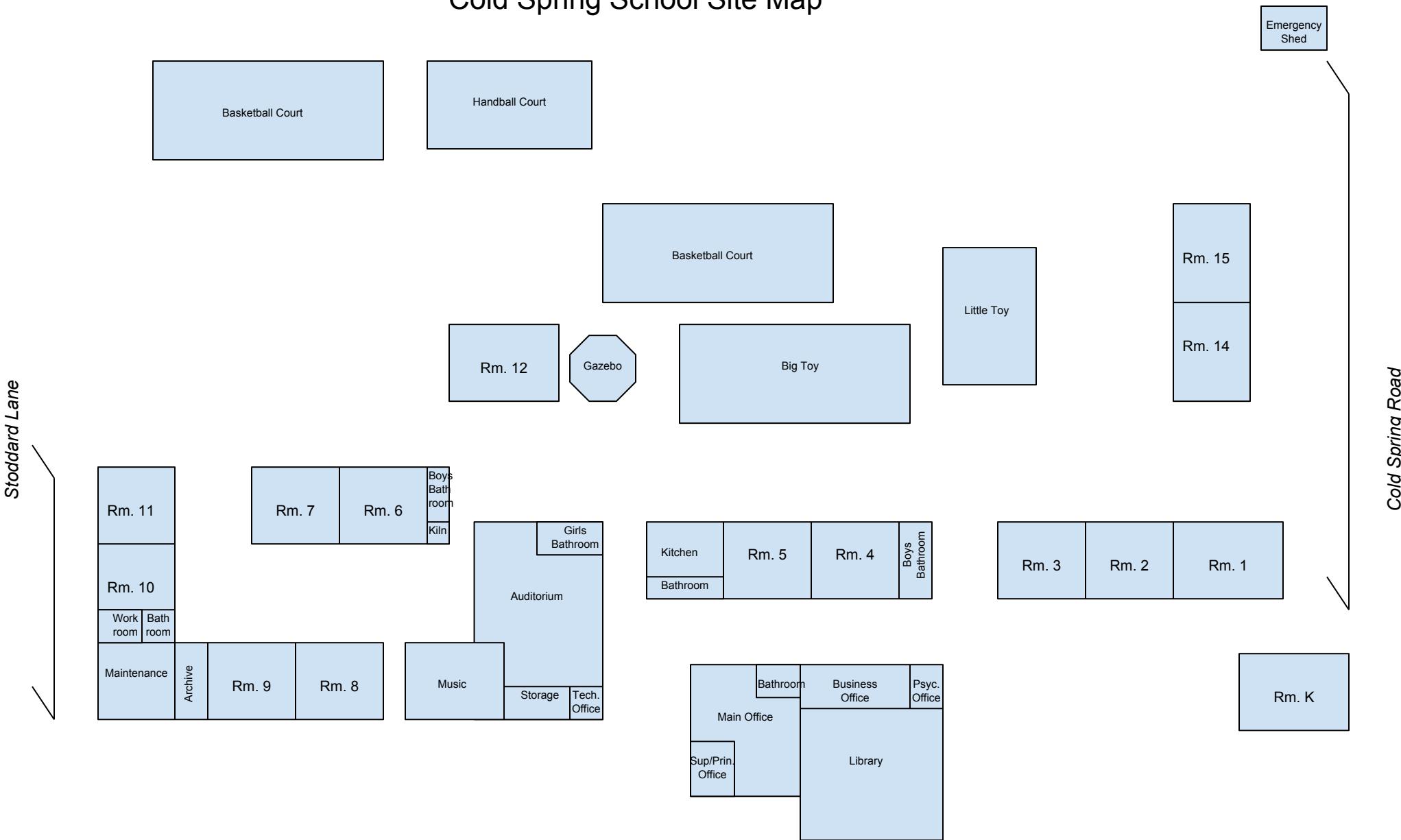
Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No						

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No						

Notes \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Cold Spring School Site Map



Sycamore Canyon Road

# Public Safety Power Shut-off

Cold Spring Elementary School District Action Plan

Presented by Dr. Amy Alzina

# PSPS: Circuit & Contact Person

- We have 3 meters. All 3 meters are on the **Stanwood Circuit**. We will never be interrupted by a rotating outage - only a Fire/Wind PSPS event or Planned event.
  - 1 Meter for Irrigation System
  - 1 Meter for Lighted School Sign on Cold Spring Road
  - 1 Meter the Cold Spring School
- SCE will provide Cold Spring with 24-48 hours advance notice of any Planned Power Event
  - (1) Few Hours, (2) Full-Day Event, (3) Multiple Day Event
- Our Account manager at SCE is John Tierney

# Considerations:

- Are there any safety concerns?
- How much advance notice do we have and timing of the event
- Internal and External Communication
- If children are at school, can we sustain educational activities for the day
- Instruction - Paper and pencil instruction - Teachers should prepare classroom work that does not require electricity?
- Special Needs students
- *Can meaningful instruction occur without power and/or internet?*

# Scenario #1: A Closer Look – Out for Full-Day

- The District/School is out for one day.
  - External Communication - Parent, School, Community, Press
  - Internal Communication – Employees
  - Options:
    - Leave school open, accommodate for bathrooms/hand-washing
    - Fire Alarms
    - Hydration stations won't operate -- bottled water service on campus
    - Adequate battery back-up for Phone, Internet and School Systems

# Scenario #2: A Closer Look – Out Multiple Days

- All District/School is out for multiple days.
  - How much advance notice do we have? 48-72 hours? No notice?
  - When does power go out? Night before, day of, weekend, payroll time...
  - Fiscal – Can employees get paid if they aren't working?
  - Pupil Services – Predetermined message for ParentSquare
    - Information updates **by “x” hour** each day
    - Information updates posted on our **website**
    - Old fashioned **community message board**
    - **Crisis Go**
- Threshold for moving the entire school to MUS
  - If power outage creates any safety concern for our students
- How to re-open District/School: Safety walk, internet, technology

# PSPS Action Items: Operations

The District has proceeded with, and is considering, the following:

- Budgeted and ordered a new back-up battery for the District's Server; The Battery provides power to phones, Internet and the Server
- Considering acquiring a small generator to power these functions in the event of an extended power outage
- Considering acquiring a small power bank to charge staff cell phones in the event of a multi-day event

# PSPS Action Items: Pupil Services & Instructional Services

- Pupil Services
  - ParentSquare notices - via cell phone; Crisis Go - also via cell phone
  - Parent Resources - Compassion Center in Dolphin Center/Auditorium staffed by SEL Team
  - SpEd Programs, planning
- Instructional Services
  - Assess the number of instructional minutes
  - Emergency lesson plans
- All
  - Sign up for county & power company alerts

# PSPS Resources

## CDE

- [CDE PSPS](#)
- [CDE FAQs](#)
- [Form J-13A](#)

## SCE

- [SCE PSPS](#)
- [SCE FAQs](#)

## PGE

- [Emergency Preparedness Kit](#)
- [Electric Generator Safety](#)

## Cal Fire

- [Red Flag Warning and Fire Weather Watches](#)
- Cal Fire [twitter](#)

# Thank you!

Questions? Comments?

## Cold Spring School Site Disaster Plan Staff Assignments

### **Earthquake/Building Fire Procedures**

All district personnel must make arrangements regarding their own families and home. In an emergency, all personnel are to complete their assigned duties and remain until properly relieved by their site administrator.

In the absence of any one of the following employees, the Incident Commander will designate available personnel to assume his/her duties. The duties of the staff are listed below. Instructional assistants will help in the Student Assembly Area unless assigned elsewhere.

<b>Responsibilities</b>	<b>Location/Actions</b>
<b>Incident Commander:</b>	Gazebo
-Team Leader: Amy Alzina	Coordinate all activities
-Alternate: Kelly Orwig/Yuri Calderon	Contact for media and OES
<b>Custodial/Facility and Search &amp; Rescue</b>	Evaluate facility <b>CHANNEL 1</b>
-Team Leader: Yuri Calderon	Gas, electrical, water shut off as needed.
Area 2 (Primary/office) Justin Pierce – Christian Garfield	Report status to Incident Commander
Area 1(Upper/Aud) Augustine Rada	Conduct search and rescue
Alternate: Sarah DiSalvo	Joel Orr takes cones out
Transport Team: Amber, Rebekah Prato/Kori Gibson, Joel Orr, Christian, Justin, Augustine	Justin Pierce gets emergency barrel
<b>Command Center:</b>	Gazebo
-Team Leader: Coral Godlis	Staff Attendance and scribe
Sarah DiSalvo	Communication to Search & Rescue
Michelle Gross	Communication to Assembly/Attendance
Kelly Orwig	External Communication MERRAG radio
Misha Lewis (alt.Amber O'Neill)	Communication to first aid
<b>First Aid Team:</b>	Location: blacktop outside room 15 CH 4
-Team Leader: Amy Campbell (alt Suzy Robinson)	Take master roll sheets, health condition
-Log Keeper/Communications: Jean Gradias	Remove supplies and set up area

## Cold Spring School Site Disaster Plan Staff Assignments

-Triage (I, L ,D):, Johanna Thorpe	Evaluation into “immediate” or “later”
-Open Emergency Container: Amy Campbell	
<b>Emergency Assembly Area Team:</b>	Evacuate to BB courts <b>CHANNEL 6</b>
Team Leader: Linda Edwards (alt Stephanie Carey)	Collect roll sheets from each teacher
Lisa Ishikawa, Mari Callahan, Kelly Orwig, Lara Wooten, Stephanie Carey,	Put name tags on all students Report missing students to Command Center
All instructional aides	Move students to upper field
	Hold students until all clear or release
<b>Parent Communication/Reunification:</b>	Use classroom release forms
Students are released by the classroom teachers at the Emergency Assembly Area	<b>ONLY</b> release students to names on list

### **Buddy Teachers**

Visually check to see if buddy or class next door exits the building. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas. Each teacher needs to complete the inventory form indicating injured or missing students. The form should be taken directly to the Emergency Assembly Area by the teacher or the buddy teacher. These forms will be collected by the Emergency Assembly Team Leader and sent to the Command Center by a 6th grade runner.

<b>Teacher 1</b>	<b>Teacher 2</b>	<b>Teacher 3</b>
Mari Callahan	Lisa Ishikawa	Ryan Francisco
Stephanie Carey	Amy Campbell	Amber O'Neill
Linda Edwards	Lara Wooten/Kelly Orwig	Jean Gradias
Justin Pierce	Becki Gonzales	Johanna Thorpe

## Cold Spring School Site Disaster Plan Staff Assignments

Misha Lewis	Resource Room	
Sara DiSalvo	Christian Garfield	
SDC	Dolphin	
Office Staff	Yuri/Suzy	

### **Class Coverage at Assembly Area**

Teachers moving to other assignments give backpacks to supervising teachers.

<b><u>Grade</u></b>	<b><u>Teacher</u></b>	<b><u>Instructional Assistant</u></b>	<b><u>Supervise Class or Grade Dismissal</u></b>
K	Lisa Ishikawa	Heather Shennum	Lisa Ishikawa
1	Ryan Francisco	Roxana Williams	
1	Stephanie Carey	Janine Dallow	Stephanie Carey
2	Amy Campbell	Susan Iwanaga	
			Mari Callahan
3	Mari Callahan	Susie Friedenberg	
3	Rebecca Gonzales	Christina Rogers	Orwig/Wooten
4	Justin Pierce go to Search and Rescue	Erin Goligoski	
4	Johanna Thorpe	Joann Fox	
5	Kelly Orwig/Lara Wooten	Joel Orr	
6	Linda Edwards to Assembly Leader	Jill Wolf	

## Cold Spring School Site Disaster Plan Staff Assignments

### Wildfire Procedures

CSS staff will initiate this plan upon notification or observation of a wildfire in the CSS area that is a possible threat to the school.

#### Begin emergency procedures:

- Establish a command center in the office
- During class time: Notify classrooms through intercom to “Shelter in Place”
- (If there is no electrical power, office staff will go directly to classrooms.)
- During recess: set off the fire alarm for students and staff to lockdown and wait for announcement to “Evacuate to the Assembly Area.”
- Staff members begin wildfire plan responsibilities

Responsibilities	Location/Actions
<b>Incident Commander:</b> -Team Leader: Amy Alzina -Alternate: Kelly Orwig/Yuri Calderon	Office Coordinate all activities
<b>Command Center:</b> Coral Godlis	Office Outside Communication – answer the phone, listen to emergency radio broadcasts
Kelly Orwig	Communication to MERRAG & Westmont May need to be on playground or parking lot
Michelle Gross	Communication to classrooms
Sarah DiSalvo	Communicate to Search and Rescue, Channel 1 <b>ALL WALKIE TALKIES ON CHANNEL “2”</b>
<b>Custodial/Facility and Search &amp; Rescue</b> -Team Leader: Yuri Calderon	Exterior area of facilities 1. Move emergency supplies from shed to auditorium
Area 2(Primary/office) Christian Garfield	2. Gas, electrical shut off as needed.
Area 1(Upper/and) Augustine Rada	3. Set up fire extinguishers & hose stations
Alternate: Afternoon Custodian	4. Report status to Incident Commander

## Cold Spring School Site Disaster Plan Staff Assignments

	5. Direct parents to classrooms for student release 6. Conduct search and rescue as needed
<b>First Aid Team:</b>	Location: on stage
-Team Leader: Amy Campbell	Take master roll sheets, health condition
-Log Keeper/Communications: Amy Campbell	Remove supplies and set up area
-Triage (I, L ,D): Amber O'Neill, Mari Callahan	Evaluation into “immediate” or “later”
<b>Classrooms for Shelter in Place</b>	<b>Permanent Classrooms</b> – move from portables
Classroom teachers	Take student attendance
Instructional assistants	Report missing students to Command Center
Specialists – report to library	Prepare classrooms Prepare for student release <b>SEE REVERSE SIDE</b>

### CLASSROOM PROCEDURES FOR WILDFIRE

- Students/staff in **Room 15**, return to regular classroom.
- Students and staff in **Room 14 (Dolphin Center)** return to regular classroom.
- Students in **music, library, reading, SDC, RSP, speech** return to classrooms.

Rooms 1, 2, 3	Rooms 4, 5, 6, 7	Rooms K, 8-11, Music
Take attendance for students and staff assigned to your classroom. Put on student name tags.	Take attendance for students and staff assigned to your classroom. Put on student name tags.	Take attendance for students and staff assigned to your classroom. Put on student name tags.
Notify command center of students/staff missing	Notify command center of students/staff missing	Notify command center of students/staff missing
		Shut off exhaust fan
Close windows and doors	Close windows and doors	Close windows and doors
Turn off heater to “Off”	Rooms 5 & 7 turn controller to off – 4 & 6 do nothing	Push control button to “System Off”
Get our emergency binder from backpack	Get our emergency binder from backpack	Get our emergency binder from backpack

## **Cold Spring School Site Disaster Plan Staff Assignments**

Set up student release system – parents/guardians must sign students out!	Set up student release system – parents/guardians must sign students out!	Set up student release system – parents/guardians must sign students out!
Comfort students – reassure	Comfort students – reassure	Comfort students – reassure
Refer to Medical Conditions list for students with asthma & the location of meds	Refer to Medical Conditions list for students with asthma & the location of meds	Refer to Medical Conditions list for students with asthma & the location of meds

### **Steps for students with breathing problems or asthma**

1. comfort/reassure/relax – maintain in sitting position.
2. locate inhaler
3. administer medication as needed
4. call 911 if breathing problem increases

### **Evacuation from School**

If notified to evacuate by local authorities, the Superintendent/Principal will notify the staff to evacuate to **Franklin Elementary School ( 1111 East Mason Street, Santa Barbara)**.

MTD busses may be available to transport students and staff.

Otherwise, teachers, staff, and available parents will drive students to the evacuation site.

All staff take their emergency backpack and binder. Students should wear name tags.

Once evacuation procedures begin, all students must be transported to the evacuation site. Students cannot be taken directly home.

At the evacuation site, classes will reassemble in a designated area and the student release system will start again.

Augustine Rada and Christian Garfield and other staff conduct sweep of all buildings and secure school.

## **CONTENTS OF THE CLASSROOM EMERGENCY BACKPACK**

### **Individual Classroom Folder (Red Folder)**

- Classroom Evacuation Route
- Class List/Name tags
- Emergency Release Form
- Site Disaster/Emergency Plan

### **First Aid Kit**

- Antiseptic Wash
- Whistle
- Flashlights
- Small Survival Water
- Emergency Blanket
- Small Saline eye Wash
- Large Bandage
- Feminine Napkins
- Zip Lock Bag For Waste
- Student Activities

## **Cold Spring School Site Disaster Plan Staff Assignments**

- Two orange vests (for teacher and instructional aide)
- Pencil and Paper

Personal Items (optional)

- Additional clothes/shoes (for warmth and comfort)
- 2-3 day supply of medications

## **CONTENTS OF EMERGENCY RESPONSE KIT**

Three plastic kits located in Principal's office, Emergency Shed, at SB Sheriff's Office

Red Binder

- Master Student List
- Master Employee List
- Emergency Phone Tree
- Student Health Condition List
- After school program schedule and student list
- Maps of Utility Shut-off
- Evacuation Routes/Emergency Assembly Area
- School Map (Blueprint)
- Montecito area map

## **Responsibilities**

### **COMMAND CENTER**

#### Incident Commander

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs. Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to MERRAG, County Schools,
4. Secure all pupil records.

#### Custodial

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

#### Command Center Team Leader

1. Mans the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

#### Team

1. Coordinates communication of all teams.
2. Relays/receives messages. Determines if additional help is needed.
3. Reports back to Incident Commander.
4. Communicates with outside emergency assistance.
5. Assigns staff to new areas as needed.
6. Keeps a log-times, volunteers, equipment usage

## **OPERATIONS TEAMS**

### First Aid Team

1. Takes its direction from the school nurse if she is on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

### Search and Rescue Team

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with fire extinguishers located throughout the school.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.

### Emergency Assembly Area Team/Reunification

1. Team leader reports to the Command Center the roll count including the names of missing students for each class.
2. Students are relocated to areas determined as safe and appropriate for long-term shelter.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.
5. Records times of parent contacts and releases to parents on the classroom Emergency List.

## **Cold Spring School Site Disaster Plan Staff Assignments**

### **Buddy Teachers**

1. Take roll. Indicate injured or missing students on Name Tag sheet. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving the classroom, visually check to see if buddy or class next door exits the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center by a runner.

### **All Staff**

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keep track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

## **General Procedures**

### **Building Fire - EVACUATE**

1. At the sound of the EVACUATE over the intercom, students and staff evacuate to the assembly area on the basketball courts. Students are to remain at this location under the supervision of their teachers until further instructions (911 should be called).
2. Teachers insure that all students evacuate the building safely and take attendance. Report any missing students to the incident commander immediately.

### **Earthquakes - SHELTER IN PLACE**

#### Students Inside Building:

1. The teacher, or other person of authority, implements the action by saying, "SHELTER IN PLACE" - "DUCK, COVER AND HOLD." Students and others in the room immediately drop to their knees under furniture with backs to the windows, if possible. One or both hands should be placed over the head with arms over ears; lay forehead on knees and keep eyes closed. One or both hands should be used to hold the desk legs in order to keep the furniture from shifting. Students remain in one of these positions until the teacher gives the next instruction.
2. After the tremor stops and there is no danger from falling objects, the teacher moves children from any room hazards, e.g., windows, heavy, suspended light fixtures, and bookcases. As soon as possible the teacher supervises the orderly removal of students from the building to the designated evacuation area, edge of the first basketball court at the west end of the playground.
3. Teachers must account for all students under their supervision by taking roll.
4. After roll calls have been taken, all staff reports to assigned areas to carry out their respective tasks.

#### Students Outside Buildings:

1. At the first sign of a tremor, students and personnel must move away from the buildings, trees, and utility wires to the grade level designated areas.
2. Teachers join their students as soon as possible to take roll and then to report to their designated areas to complete their tasks.

**Wildfire - SHELTER IN PLACE**

In the event of wildfire in the vicinity of Cold Spring School, the school staff and students will initiate the following procedures:

The superintendent/principal will establish an emergency command center in the Office. All communication systems will be initiated – on site walkie-talkie system and MERRAG radio. Evacuation procedures/materials will be readied and on stand-by. Local media will be monitored.

Staff and students will be notified to take “shelter-in-place.” “Shelter-in-place” requires students and staff to remain indoors with windows and doors closed. All students working with specialists will return to their assigned classrooms. Students and staff working in the portable classrooms will move to another location in the school. Students will not be excused to restrooms without adult escort.

Parents coming on campus to pick up students will go directly to their children’s classrooms. Students will be released to parents at the students’ classrooms. Teachers will sign-out each student on the Emergency Release Form. Students will be released only to adults listed on the students’ Emergency Release Cards.

**COLD SPRING SCHOOL WILL EVACUATE THE SCHOOL ONLY IF DIRECTED BY LOCAL AUTHORITIES.** In most cases, the Montecito Fire Department has advised us to “shelter-in-place,” even if flames are present on the school campus. Students are considered safer in the protection of the school’s buildings, than evacuating by foot. If advised by the local authorities to evacuate, the Cold Spring staff will take whatever steps are necessary to evacuate the school using staff vehicles and vans or buses provided by local agencies.

Relocation Plans:

If Cold Spring School students and staff are ordered or advised to evacuate the school by local authorities, the following procedures will be implemented.

The superintendent/principal will communicate the plan to evacuate the school to the staff and identify the relocation site.

**Franklin Elementary School Santa Barbara  
1111 East Mason Street  
Santa Barbara**

Students will stay together with their class and walk to the parking lot. The teachers will record the students’ names and the vehicle they enter.

Students entering vehicles during an all-school evacuation must proceed to the predetermined relocation site. Students are not to be released to their parents until the students are checked in at the relocation site.

## **Cold Spring School Site Disaster Plan Staff Assignments**

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

### **LOCKDOWN:**

In the event of an intruder(s) who poses a danger to the school, a lockdown signal shall be used to alert employees. The signal will be the fire alarm or "LOCKDOWN" over the intercom.

When staff members hear the alarm they will keep their students in the classroom and lock the doors and get out of sight. If students are outdoors, they should go to the classroom or other closest safe area for lockdown. While in the lockdown situation, students should be directed to stay away from windows and use a duck and cover position out of sight. They should remain in lockdown until staff member comes to the classroom to unlock the door and announce that all is clear.

### Relocation Plans:

Two escape route action plans can be implemented if the school site must be evacuated. The staff should be given the signal, "Take your class to Relocation Area #1 (or #2). Staff members will escort their classes to the designated area and supervise them in the same manner as a fire or earthquake drill.

#### **Relocation Route #1 -- Montecito Covenant Church**

Students exit school through the Cold Spring Road parking lot gate. They will walk along the sidewalk to the end of the parking lot and walk along Cold Spring Road to the Church. Students and staff will assemble by class in the same manner as a fire drill.

#### **Relocation Route #2 -- Lovic Field.**

Students will exit school through the Orwig Corridor. They will walk down Paso Robles Drive to Chelham Way and use the walkway to enter Westmont. Students and staff will assemble by class in the same manner as a fire drill.

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

**Bomb Threats - EVACUATE**

1. Evacuate buildings according to fire drill plans
2. The Incident Commander contacts the Sheriff's Department.
3. Staff and students remain clear of the buildings until local authorities determine the next step.

**Explosion - EVACUATE**

Follow procedures for earthquakes.

**Nuclear Attack - SHELTER IN PLACE**

Follow procedures outlined under "Earthquakes" with the exception of leaving the building. If buildings remain intact, remain inside until further directions are given. It is important to remain in a protective position through both the explosion, heat wave (5-15 seconds after the explosion) and blast wave (15-60 seconds after the explosion).

**Chemical Accident - EVACUATE**

Warning of a chemical accident is usually received from the fire or police department or from civil defense authorities when such accidents occur sufficiently near a school to be a threat to student and personal safety.

1. The superintendent/principal makes the decision to evacuate the school site if any immediate decision is necessary. In making this decision, the toxicity, volatility, flammability and potential explosive behavior of the chemical must be considered.
2. Students and staff evacuate the site walking crosswind and never directly with or against the wind carrying the fumes.

**Severe Windstorm - SHELTER IN PLACE**

Warning of a windstorm is usually received via radio, television or civil defense officials. If time permits, parents may be contacted and children sent home or picked up at school. However, if high winds develop without sufficient warning:

1. Assemble students in buildings, against an inside wall.
2. Close doors and blinds.
3. Teachers must account for all pupils by taking roll.

**Fallen Aircraft**

The principal determines the emergency action to be taken.

Students and staff must keep a safe distance from the aircraft.

Teachers must account for all their pupils by taking roll.

**Emergencies on the way TO and FROM School**

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

**Flash Flood**

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.

## **Cold Spring School Site Disaster Plan Staff Assignments**

3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

### **Dry Lightning**

1. When the lightning is six miles away.
2. (Flash-to-bang time of 30 seconds or less).
3. Move inside quickly and calmly.
4. Must remain indoors for 30 minutes after each Lightning strike.
5. CSS staff will monitor local conditions.

### **All Emergencies**

1. Use common sense. Remain Calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.

### **School Process for Release of Student Custody**

1. Adults collecting students go directly to the office to be directed to the location of their child(ren).
2. The teacher records the name of the adult to whom the child(ren) are released, using the School Emergency List.

**Cold Spring School Site Disaster Plan Staff Assignments**

**STUDENT REPORT FORM**

<b>STUDENTS MISSING FROM CLASS:</b>	<b>STUDENTS ABSENT:</b>
<b>STUDENTS TAKEN TO FIRST AID:</b>	
<b>TAKEN TO FIRST AID BY:</b>	
<b>STUDENTS WHO ARE INJURED AND CANNOT BE MOVED</b>	
<b>TEACHER NAME:</b>	<b>ROOM NUMBER:</b>
<b>SCHOOL EMERGENCY PREPAREDNESS STUDENT REPORTING FORM</b>	

## **Cold Spring School Site Disaster Plan Staff Assignments**

## ACTIVITY LOG

**SCHOOL EMERGENCY PREPAREDNESS  
POINTS TO REMEMBER**

- Take all drills seriously
- The way you train is the way you behave
- Do the drop, cover and hold maneuver
- Know your evacuation route
- Evacuate the building as quickly and calmly as possible
- Complete the Student Report Form and make sure it goes to the Emergency Assembly Area
- Students will look to you for direction
- How the adults behave will determine how the students behave
- Slow down, relax, and move efficiently
- Be flexible
- Use your common sense
- This is a practice for directing people in a crisis
- Expect the unexpected
- The complex does not work in an emergency

**EARTHQUAKE EMERGENCY PROCEDURES**

**STEP #1**

**WHEN YOU HEAR  
THE SIGNAL OVER THE INTERCOM,  
OR IN THE EVENT OF AN EARTHQUAKE**

**"DUCK, COVER & HOLD" MANEUVER**

**REMEMBER:**

- Duck, cover, and hold no matter where you are
- Do not stand in doorways
- Get away from glass
- Every step you take increases your chances of getting injured-stay put until shaking stops

**NOTES:**

**STEP #2**

**AFTER THE SHAKING STOPS**

**EVACUATE STUDENTS TO THE  
EMERGENCY ASSEMBLY AREA**

**COMPLETE STUDENT REPORT FORM MAKE SURE YOUR STUDENTS ARE  
CARED FOR**

**PROCEED TO THE ASSIGNED AREA,  
IF DIFFERENT FROM THE EMERGENCY AREA**

**REMEMBER TO:**

- Evaluate the situation carefully
- Stay calm; calm your students
- Select alternate evacuation route if you encounter safety hazards; report these hazards to nearest team leader
- Help your students feel comfortable
- Report to your assigned area and begin completion of tasks

**NOTES:**

**STEP #3**

**PROCEED WITH TASK ASSIGNMENTS**

**COMPLETE ASSIGNMENTS/ASSESS PROGRESS**

**REPORT FINDINGS  
TO APPROPRIATE TEAM LEADERS**

**RECORD YOUR FINDINGS**

**STAY CALM, MOVE EFFICIENTLY**

**WHEN RELIEVED OF ASSIGNMENT,  
EVALUATE YOUR ACTIONS**

**REMEMBER:**

- Stay calm
- Know your assignment tasks
- Calm others
- Complete paperwork
- Work together

**Notes:**

**TASKS - ALL STAFF**

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keeps track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

**TASKS - INCIDENT COMMANDER**

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs.  
Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to the Assistant Superintendent for Instructional Service Services.
4. Advise the Superintendent if removal of pupils to an alternate site is necessary.
5. Secure all pupil records.

**TASKS - CUSTODIAL**

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

**TASKS - OFFICE MANAGER**

1. Mans the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

**TASKS - OPERATIONS TEAM MEMBERS**

1. Assist Office Manager.
2. Coordinate communication among all teams.
3. Relays/receives messages. Determines if additional help is needed.
4. Reports back to Incident Commander.
5. Assists in rescue. Helps transport victims.
6. Communicates with outside emergency assistance.
7. Assigns staff to new areas as needed.
8. Keeps a log - times, volunteers, equipment usage

**TASKS - FIRST AID TEAM**

1. Takes its direction from the school nurse if on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

**TASKS - DAMAGE/SAFETY ASSESSMENT TEAMS**  
**(2 teams)**

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with classroom extinguishers.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.
6. Complete inventory of equipment; need for replacement.

**TASKS - EMERGENCY ASSEMBLY AREA TEAM**

1. Receives/relays messages. Designates runners (5th and 6th grade students) to go between the assembly area and the parent unification area (Parent Communication/Unification Team).
2. Team leader reports to the Command Center the roll count for each class.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.

**TASKS - PARENT COMMUNICATION/REUNIFICATION TEAM**

1. Relays/receives messages. Sends 5th and 6th grade students to Emergency Assembly Area when necessary.
2. Designates student escort (parent or volunteer aide) to pick up students that are to be released to parents or other designated adults listed on the Emergency Card.
3. Team leader reports to the Operations Center.
4. Records times of parent contacts and releases to parents in a log (see log and runner forms).

**TASKS - CAMPUS SECURITY TEAM**

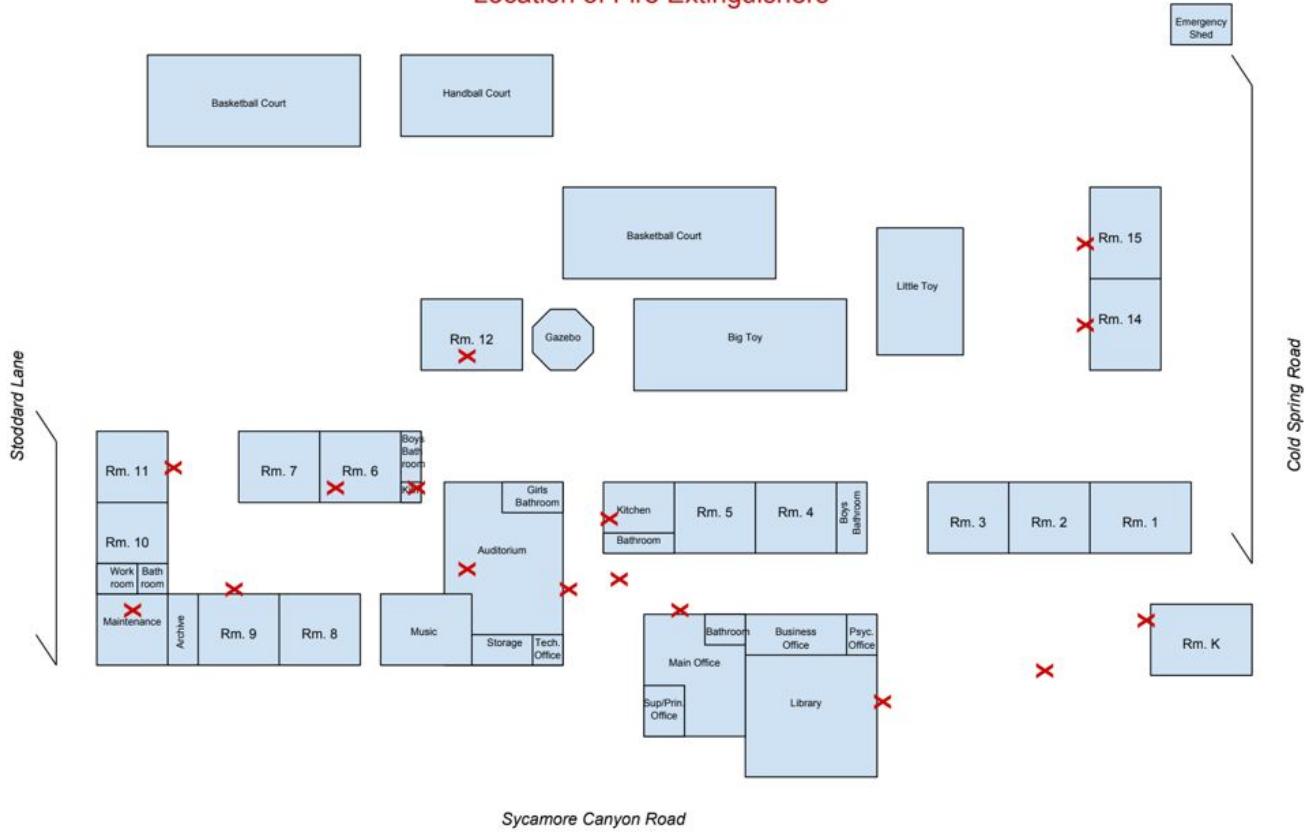
1. Routes volunteers.
2. Routes media.
3. Routes Fire and Rescue crews.
4. Reports to Command Center.

**TASKS - BUDDY TEACHERS**

1. Take roll. Indicate injured or missing students on Student Form. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving the classroom, visually check to see if buddy or class next door exit the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center.

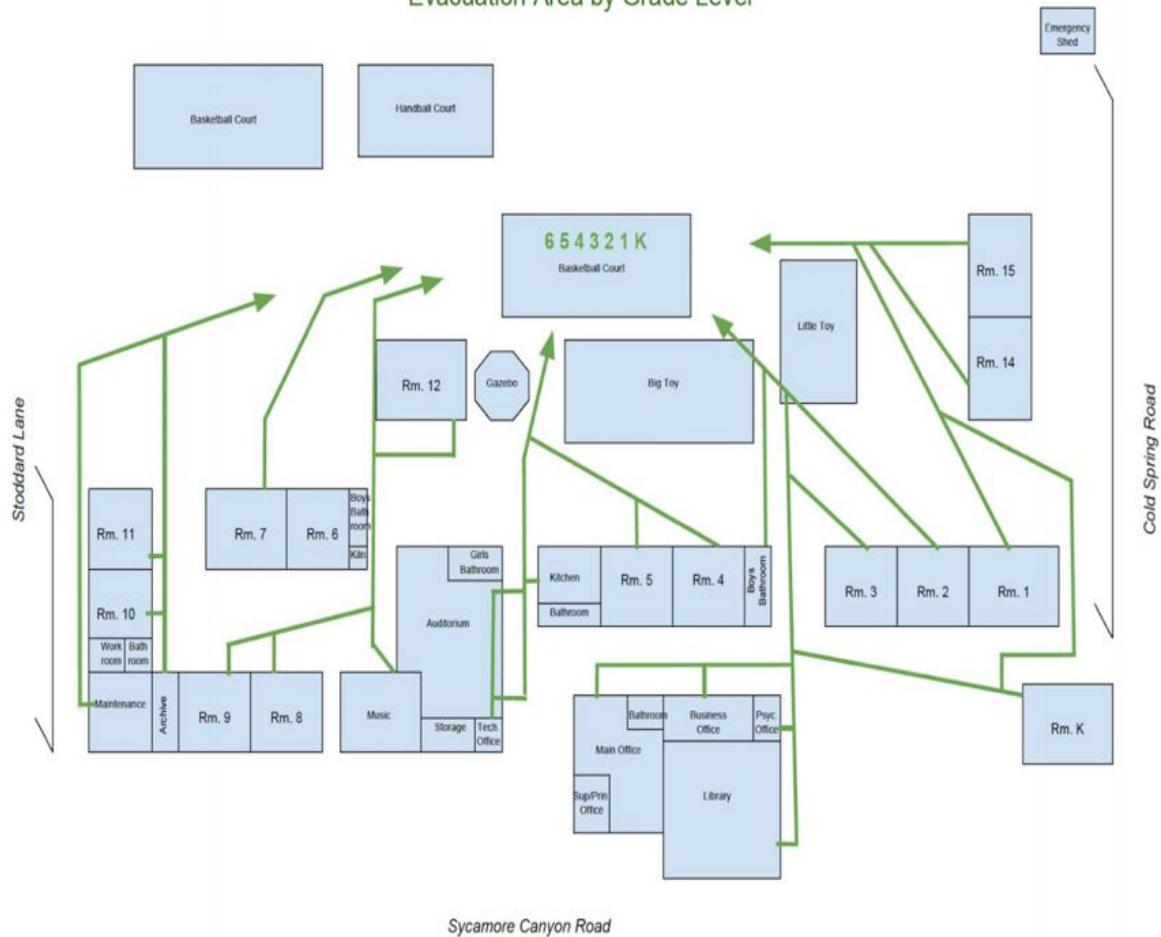
## Cold Spring School Site Disaster Plan Staff Assignments

### Location of Fire Extinguishers



## Cold Spring School Site Disaster Plan Staff Assignments

### Evacuation Area by Grade Level





# STANDARD™ RESPONSE PROTOCOL

## STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school.

Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

### SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

**LOCKOUT** - "Secure the Perimeter"

**LOCKDOWN** - "Locks, Lights, Out of Sight"

**EVACUATE** - "To the Announced Location"

**SHELTER** - "For a Hazard Using a Safety Strategy"

## TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at  
<http://iloveuguys.org>



## LOCKOUT GET INSIDE. LOCK OUTSIDE DOORS

Lockout is called when there is a threat or hazard outside of the school building.

### STUDENTS:

- Return to inside of building
- Do business as usual

### TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



## LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

### STUDENTS:

- Move away from sight
- Maintain silence

### TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



## EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

### STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

### TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



## SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

### SAMPLE HAZARDS:

- Tornado
- Hazmat

### SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

### STUDENTS:

- Appropriate hazards and safety strategies

### TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



## TEACHER GUIDANCE AFTER A LOCKDOWN DRILL

In 2010, Dr. David Benke tackled a gunman at Deer Creek Middle School in Littleton, Colorado. A 35 year veteran teacher, Dr. Benke offers his conversation with students after a Lockdown Drill. This is provided as guidance for a conversation with students.

### TALKING TO KIDS ABOUT THE SRP

There is a great deal of variation between elementary and high school. Elementary Students are much more willing to do what they are told. High school students always think they know better than adults. Perhaps with high school students our best goal is compliance rather than agreement.

### BEFORE THE DRILL

This is important to insure that the drill is done well. Use the wall poster to get the conversation started.



trying to keep you safe. I am not going to apologize for trying to save you.

Be sure the students know someone may come by to try the door. They are to maintain silence.

### SAFE ZONE

Point out where the students are to sit and hide. Be sure to find an area that is not visible from a hall window. If a student can see out the hall window, a bad guy can see in.

Check the doors and windows to your room. Are they all lockable from the correct side? If they aren't, then submit an order to have the lock changed. I kept my door locked all the time. It took a year and three requests before we could get a lock changed. Be politely persistent.

### DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

Will you station yourself in ambush with what ever improvised weapon you can find?

Play baseball during a free period with the kids once a year. It gives you an excuse to have a bat in your room.

### AFTER THE DRILL

This is important for the students to do Scenario Based Thinking.

The first question is crucial. After the first one the students realize that it is really ok to ask and you will probably have to end the discussion after about 10 minutes when the "what ifs" start to become absurd.

Therefore you might want to prime the pump by asking. "How many of you wonder what would happen if you are... (in the hall, in the restroom, at lunch)?

Remember they aren't, just, trying to get out of class. I know your subject is important. You wouldn't want to teach it otherwise. But you are giving a kid a skill that is important for her entire life.

### WHAT IF I AM IN THE HALL?

We will check the halls quickly before we lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lock down.

If the classroom is already locked and lights out then find a place to hide. Do not go from classroom to classroom. We will not open the door for anyone because that person could be held hostage. If someone has a legitimate need to get in the room that person will have a key.

Call on students and ask if they have a thought about where to hide if they are in the hall. Talk about the difference between cover and concealment.

### WHAT IF I AM AT LUNCH?

The same procedure applies.

### WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

### WHAT IF A BAD GUY COMES IN THE ROOM?

The kids should know to evacuate. Tell them which door and to where, preferably to another room to lock down. Decide what you are going to do because the next question will be, "Mrs. Faversham? What are you going to do?"

### WHAT IF I AM OUTSIDE?

Go to (name your evacuation site). Ask if they know how to get there. Discuss how to get to the evacuation site the fastest way. Or get in the school, get in a classroom and lock down.

Let the cops do their job. If you need help go to a teacher.

# CSSD Evacuation Plan Storm Readiness

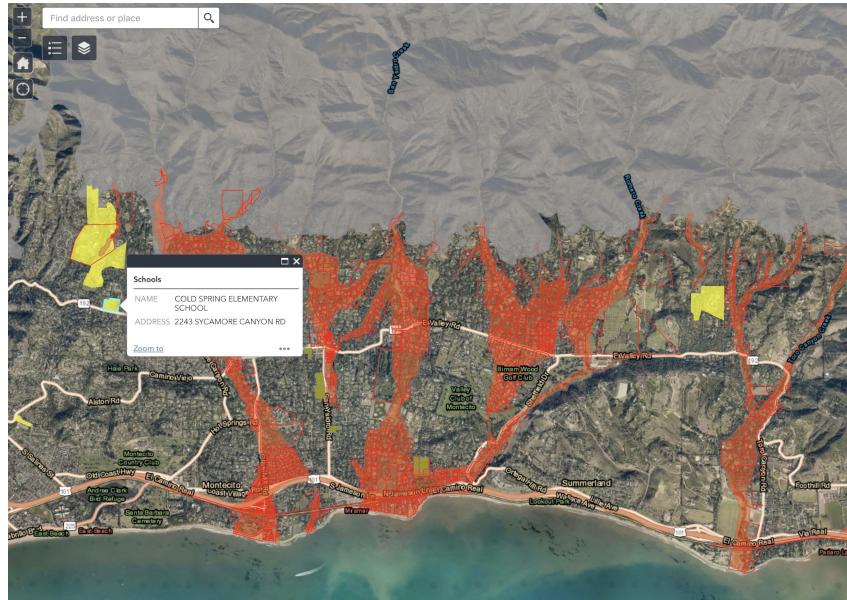
Superintendent/Principal Dr. Amy M. Alzina  
2018-2019



# Debris Flow Risk Areas: Evacuation Order Zones

Go to: <https://ReadySBC.org>

Cold Spring School is NOT in an Evacuation Order Zone



# 72-Hour Storm Evacuation Timeline



**Storm Readiness**

Some storms will be predictable and authorities will be able to provide ample time for the community members to get their home and family **READY**.

They will have time to get **SET** by preparing their method of transportation and gathering their belongings.

They will have time to **GO** with plenty of time to get to a safe place.

However, sometimes a storm can quickly develop and cause a flash flood and debris flow with little or no warning.

Officials may only be able to alert the public with just a few minutes notice, or none at all.

It is imperative that you understand the seriousness of the situation and are always prepared.

**For more information, go to [ReadySBC.org](http://ReadySBC.org).**

**READY**   
SIGN-UP • PLAN • UNDERSTAND

**If at any time you feel unsafe, take immediate action and do not wait for a notification to evacuate.**

**READY** **Weather ADVISORY** 72 to 48 hours before storm

**Alert! Be Aware!**



- County Office of Emergency Management is alerting the community to an upcoming storm of duration and intensity to pose a possible risk to life or property.
- Community members should closely monitor the situation.
- Have a family plan; Where you will go? What will you need?
- Prepare your home.

**SET** **Evacuation WARNING** 48 to 24 hours before storm

**Prepare To Leave!**



- Santa Barbara County Sheriff's Office is warning all that there is a high possibility of an evacuation due to an incoming storm with duration or intensity to pose a risk to life or property.
- Arrange transportation, confirm your evacuation plan, gather items from your home and be ready to leave.
- People with access and functional needs or with large animals should take action as needed.

**GO!** **Evacuation ORDER** 24 hours or less before storm

**Leave Now!**



- Santa Barbara County Sheriff's Office orders you to leave now if you are in a designated evacuation area.
- The incoming storm poses an extreme risk for loss of life and property in designated areas. Persons who refuse to comply with an evacuation order will not be forcibly removed from their home. However, they should not expect rescue or other lifesaving assistance after the onset of the emergency event.
- If flooding/debris flow happens, you may be stranded for several days.
- Authorities will return people home as soon as it is safe to do so.

# An Event Happens with Little or No Warning

A Debris Flow or Flood may cause the area to be inundated with mud, rocks, vegetation and/or water. This can either cause destruction or isolate the school.

- An event that happens with little or no warning
  - Call 911
  - Move students to a safe refuge area: Classrooms and/or auditorium
  - Maintain accountability of students and staff
  - Alert others on your way but do not stop until you are out of harm's way.
  - Be prepared to move if necessary
  - Communicate with parents the status of the school and students via ParentSquare Smart Alert
  - Encourage parents to stay put and stay safe

# An Evacuation Order has been issued by authorities during non-school hours

- Superintendent/principal will notify parents that school will be closed
- Superintendent/principal and director of facilities will Secure the School
- Secure an alternate campus to hold school: **El Rancho Campus in Goleta (7421 Mirano Dr., Goleta, CA)**



# An Evacuation Order or Warning has been issued by authorities during school hours

- If the order is issued and does not occur for **more than 4 hours**, then notify parents to pick up their student
- For students whose parents cannot pick up their student within 2 hours. Take the student to the alternative pick-up site outside of the Evacuation Order and Warning Area: **Franklin Elementary School (1111 E. Mason Street, Santa Barbara, CA)**
- Maintain accountability of students and staff
- Secure School

If the order is to occur in **less than 2 hours**, notify parents to pick up their student immediately

- For students whose parents cannot pick up their student within 1 hour. Staff will take students to the alternative pick-up site outside of the Evacuation Order and Warning Area: **Franklin Elementary School (1111 E. Mason Street, Santa Barbara, CA)**
- Maintain accountability of students and staff
- Secure School

# Be Storm Ready

- [ReadySBC.org](http://ReadySBC.org)
- [AwareAndPrepare.org](http://AwareAndPrepare.org)

## Aware & Prepare Alerts

It is critical that people in Santa Barbara County register to receive emergency alerts. Sign up at [www.AwareAndPrepare.org](http://www.AwareAndPrepare.org). If we can't reach you, we can't alert you.



For Information, call 211

SANTA BARBARA COUNTY READY

Storm Readiness + News Rebuild and Repair + Health & Safety + Resources + FAQs + Maps English +

Sign Up for Aware and Prepare Alerts  
If we can't reach you, we can't alert you.

#805Strong

READY SANTA BARBARA COUNTY

What are you looking for? FIND



Winter 2018 Debris Flow Risk Map Now Available  
Updated on October 25th, 2018



This map shows the areas that are at risk for debris flows. Updated on October 25th, 2018. These areas will be included in an evacuation during a predicted debris flow causing storm. This map will be updated when additional analysis is complete, estimated to be December 1st, 2018.

View Map

Are You Prepared for an Emergency and Potential Evacuation?



Read the *Ready! Set! Go!* brochure to learn the steps officials will take and how to be prepared. Some storms will be predictable and authorities will be able to provide ample time for the community members to get their home and family READY. However, sometimes a storm can quickly develop and cause a flash flood or debris flow with little or no warning. It is imperative that you understand the seriousness of the situation and are always prepared.

View Brochure

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# Trauma Informed Approaches to Support Cold Spring School

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— Dr. Amy Alzina —  
Superintendent/Principal

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# Purpose:

- Support for you to support and empower others
- Resources for your classroom
- Limit reinventing the wheel - save your energy

## Reminder to self:

**There is no perfect response. We will all be okay.**

# School-Wide Response

1. Assess staff needs
  - a. Provide Staff with time to debrief before students arrive: Tuesday, 7:45am
  - b. Determine which teachers may need more support in debriefing with students
2. Provide staff with resources for coping and recovery
3. Create a system to identify students who may need more support
  - a. [Spreadsheet](#) about students with loss and heightened risk factors
4. Track absences and connect with families
5. Provide on-going opportunities for staff to support each other
6. Provide information to families

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# Trauma-Informed Approaches for Cold Spring Students

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Post Crisis Response

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# Objectives

- Self-care
- Trauma-informed understanding of student responses
- Recovery and resiliency
- Increased risk factors and signs of students who need more support
- How you can help: Trauma-informed practices in the classroom
- Resources & handouts
- Questions?

# Self-Care

- Flight reminder: “Please put on your oxygen mask before assisting others”
- Know your own limits
- You will have similar reactions to your students
- Ask for help - EAP 1-800-999-7222
- Give yourself permission to relax or zone out
- Lean on your community

# The ABCs of Self-Care

Priorities for educators/caregivers:

- Awareness - Assess your own stress level, thoughts and behaviors.
- Balance - Seek balance in work, personal and family life, rest, and leisure.
- Connection - Social connection reduces stress (co-workers, friends, family, and community).

# Student Responses

- Expect a wide variety of responses
  - Guilt, Fear, Worry, Disbelief, Sadness, Anger, Shock, and more
- Emotional and behavioral responses can shift
- Changes should be expected to last for at least 6 weeks if not longer
- There is no normal reaction to loss, and no timeline for recovery

Domain	Negative Responses	Positive Responses
Cognitive	Confusion, disorientation, worry, intrusive thoughts and images, self-blame	Determination and resolve, sharper perception, courage, optimism, faith
Emotional	Shock, sorrow, grief, sadness, fear, anger, numb, irritability, guilt and shame	Feeling involved, challenged, mobilized
Social	Extreme withdrawal, interpersonal conflict	Social connectedness, altruistic helping behaviors
Physiological	Fatigue, headache, muscle tension, stomachache, increased heart rate, exaggerated startle response, difficulties sleeping	Alertness, readiness to respond, increased energy

# What to Expect...

## Student Responses: Preschool

- thumb sucking
- bedwetting
- clinging to parents
- sleep disturbances
- loss of appetite
- fear of the dark
- regression in behavior
- withdrawal from friends and routines

# What to Expect...

## Student Responses: Elementary

- irritability
- aggressiveness
- clinginess
- nightmares
- school avoidance
- poor concentration
- withdrawal from activities and friends
- repetition of questions and stories

# What to Expect...

## Student Responses: Middle / High School

- sleeping and eating disturbances
- agitation
- increase in conflicts
- physical complaints
- delinquent behavior
- poor concentration
- maladaptive coping (drug or alcohol use, severe aggression)

# Risk Factors for Heightened Reactions

- Exposure to the actual event
- Personal injury or loss of a loved one
- Level of caregiver/family support
- Displacement from their home or community
- Limited / interrupted access to required medication
- Pre-existing risks
  - Previous traumatic experience
  - Mental illness
  - Immigration status
  - Low SES/financial hardships

# Other Risk Factors

Remember, a small minority of children may be at risk of posttraumatic stress disorder (PTSD):

- Re-experiencing the disaster during play and/or dreams
- Anticipating or feeling that the disaster is happening again
- Avoiding reminders of the disaster
- General numbness to emotional topics
- Increased arousal symptoms

Also please consider children of first responders!

# When To Seek / Recommend Additional Assistance

When you observe:

- Intense feelings of discomfort
- Significant symptoms that persist longer than six weeks
- Suicidal thoughts or planning
  - [Know The Signs](#)
- Other self-destructive acting out (sexual, aggressive, or substance use)
- Intense family conflict

# Where To Seek Additional Assistance

- Amy Alzina, cell- 805-895-3652 or email - [aalzina@coldspringschool.net](mailto:aalzina@coldspringschool.net)
- School psychologist, Beth Laurie
- Family, Youth and Children's Services: (800) 565-4300

# Supporting Displaced Students

- Take time to talk to them one-on-one
- Assess basic needs
- Pre-conference with student → what information they want shared and how they want to be introduced
- Assign a buddy to help them learn class and school routines
- Offer choices to them to increase their sense of control

# **Stress Reactions and Changes are NORMAL**

- Healing and recovery is the norm and expectation
- Emotions and behaviors can change with frequent reminders
  - Sirens, smoke, driving by damage
- It is normal to have a stress response that may last for prolonged amount of time.

**How we respond will help with the healing process**

# How You Can Help - General Guidelines

- Remain calm and reassuring
  - “We will be okay”
- Acknowledge and normalize their feelings
  - Active Listening → Paraphrase or reiterate what is said. There are no wrong feelings.
  - Ex: “This is hard” or “It’s okay to be sad”
- Encourage students to talk about fire-related events
  - Multimodal
  - Don’t force it
  - Follow their lead

# How You Can Help - General Guidelines

- Promote positive coping and problem-solving skills
  - Proactive: review spaces and activities that they can use when feeling upset
  - Be flexible
  - Model the skills
- Emphasize their resilience and the community's resilience
  - Focus on what they have done before to feel better when upset or sad
  - Focus on identifying the helpers
- Strengthen social bonds and peer supports
  - Collaborative group work, encourage them to be kind to one another
- Take care of YOU

# How You Can Help - Getting Back to “Normal”

- Overall well-being (students and staff) is enhanced by returning to school
- Routines = Comfort
- Re-connecting with friends and community is healing

# How You Can Help - Foster Resiliency

- Resiliency means adapting well after tragedy.
- A resilient student is able to access coping strategies (not perfectly)
- Encourage, re-teach, and model coping tools:
  - ❖ Deep breaths
  - ❖ Listen to music
  - ❖ Drawing
  - ❖ Provide time for social connection
  - ❖ Use social stories as needed

# How You Can Help - Classroom Specifics

- Maintain structure and routine
- Shorter lesson plans
  - attention/concentration may be impacted
- Slower pace
- Increase time for personal expression and discussions (e.g., community circles)
- Plan hands-on activities
- Structured opportunities for positive social connections
- Reduce homework
- Expect an overall performance decline
- Model positive coping skills
- Stick to the facts
- Limit media exposure

# How You Can Help - Special Needs Considerations

- Structure, consistency, and routines
- Consider triggers and cues, anticipate rather than react
- Use social stories
- Assess need for closer supervision
- Provide choices to lend control
- Visuals and hands on materials

# Classroom Activities - Group Discussions

Classroom meetings / group discussions → can help validate their feelings about experiences

- ❖ Set-up norms/expectations
- ❖ Focus on positives
- ❖ Promote a sense of security
- ❖ Highlight all the help and togetherness in the community
- ❖ May need to happen regularly and with more frequency - Repetition helps children process

# Restorative Practices

- Opportunity to have students openly share their feelings and thoughts with peers and adults in a circle format
- Can include a “talking piece” to encourage structure and consistency
- Begin with low risk questions and gradually to medium to high risk questions
- Questions may include:
  - What has happened?
  - What have you thought about since you...
  - What could you do to make things better?

# Classroom Activities - Elementary

## Creative expression

- ❖ Students can draw, write, or talk about what they best remember, or respond to questions or topics
- ❖ Structured sentence starters can help prompt thoughts and reactions

## Hands on / active tasks

- ❖ Gross motor activities (exercises to music, skipping, jumping)
- ❖ Help children can *organize* or *build* projects (scrapbooks, replicas, etc.) to provide a sense of mastery and a chance to organize what may be chaotic and confusing events

# Sample Script for Teachers

The fires have impacted all of us. It is normal to have many different emotions and reactions. Some of you may feel scared, angry, guilty, shocked, or relieved and these emotions may change and may last awhile.

I want you to know that Cold Spring School is a safe place, and that all teachers are here for you. Today, and over the next couple of weeks, we are going to support each other and take time to talk about what has happened.

- ❖ Review ground rules for discussion → respect, right to pass
- ❖ Allow for emotional expression
- ❖ Conclude all discussions with a focus on positives (e.g., safety, helping hands)

# Discussion Starters

- What has this been like for you?
- How have you been taking care of yourself?
- How have you been taking care of others?
- Where have you seen helpers?
- How can we support each other?
- How did you help your family during or after the disaster?
- How could you help your family if you were in another disaster?
- Did anything good or positive happen because of the disaster? Did you learn anything?
- What has this experience made you grateful for?

## - Take a Break -

Brainstorm with your community of teachers about appropriate activities for their grade level and school site.

Ideas may include...

- ❖ Letters to firefighters
- ❖ Posters thanking first responders
- ❖ Sentence starters / writing prompts
- ❖ Create a social story for your classroom
- ❖ Community circles
- ❖ Classroom volunteer / fundraising activities

## - During Breakout -

- Check In (How are you and your team doing with this information?)
- What are your concerns for your classroom?
- How will you create time/space to assess the needs of your students?
- What will your schedule look like for the first day/week?

# Responding to Students

- Authentic listening
- Be genuine
- Be direct and developmentally appropriate

## Examples of acknowledging feelings and behaviors:

- I hear you're worried. That is normal. Right now you are safe and have people to help you.
- We don't know the answer yet, but we are going to figure it out.
- It's okay to be angry. Would you like to take a quick break or listen to music right now?

# Responding to Students

## Reframe and focus on the positive:

“This is the time to talk about kindness and how can we support each other.”

“We don’t decide what is worse. We just try to help each other”

“This is really hard and we are all going to be okay.”

## Remember...

- There is not a perfect answer - there is not a perfect thing to say.
- Trust yourself in the moment - you know what to do because you care.
- We want to fix but we can't. We can listen and support.

# Responding to Students

## What about getting emotional in front of my students?

- It is okay for kids to see you upset → label how you are feeling and model coping
- If you are on the verge of a major meltdown get help from a nearby teacher so that you can take care of yourself

## How do I respond to students who can't stop worrying?

- Empower them to focus on the things they have control over
- “This has been a scary time, there are many things to worry about . Right now you are safe.”

# Responding to Students

## AVOID...

- Forcing students to tell their stories
- Probing for personal details
- Saying things like “everything will be OK,” or “at least you survived.”
- Say what you think people should feel or how people should have acted
- Be negative about available help
- Make promises you can’t keep such as “it will all get back to normal soon.”

# Resources

National Association of School Psychologists. (2015). *Helping children after a natural disaster: Information for families and educators* [handout]. Bethesda, MD: Author.

<http://www.apa.org/helpcenter/wildfire.aspx>

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# Have Questions?

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