Comprehensive Safety Plan
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All Clear

Initial Response Checklist

Active Shooter
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Biological/Chemical Weapons Assault (powdery substance)
Biological/Chemical Weapons Assault (dispersion outdoors)
Biological/Chemical Weapons Assault (dispersion indoors)
Bomb Threat
Chemicals or Hazardous Materials Incident
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Nuclear Attack
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Severe Windstorm
Suspicious Mail/Packages
Suspicious Person or Criminal Activity on Campus
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MISSION STATEMENT

The aim of Solvang School is to graduate responsible and productive citizens with strong critical thinking and academic skills by providing a rigorous, dynamic, comprehensive curriculum delivered in partnership with the community, family and a competent, qualified staff in a safe and caring environment.

Solvang School District Personnel

Administrators
Dr. Steve Seaford Superintendent
Pam Rennick Principal
Claudia Guillen Director of English Learner Services

Office Staff
Yessenia Alvarado School Secretary
Liliana Garcia Lower Campus Office Clerk
Norma Flores Upper Campus Office Clerk
Emily Pakulski Executive Assistant/HR Manager

Business Office
Dawn Stewart Business Manager
Sandra Tomasini Accounting Technician

Maintenance/Custodial
Mike Biron IT Specialist/Maintenance Manager
Ignacio Martinez Maintenance
Irene Corona Custodian
Andres de la Cruz Custodian
Eduardo Guerrero Custodian
Maria Hernandez Custodian
Eleuterio Macias Custodian
Dahlila Santos Custodian
Andres Moya  
Melesio de La Cruz  
- Custodian  
- Grounds  

**Other Classified Staff**  
Gretchen Haws  
Brenda Beas  
Rick Nichols  
Elisa Correll  
- Office Clerk/Library Tech  
- School Nurse  
- Bus Driver  
- Bus Driver  

**Food Services**  
Anita Brau  
Kristen Chaffin-Hickman  
Lupita Zepeda  
- Director of Food Services  
- Food Service Director  
- Kitchen Assistant  

**Instructional Aides**  
Isla Gomez  
Veronica de la Fuente  
Matilde Harrigan  
Robin Masopust  
Robyn Moon  
Jeremy Nelson  
Alice Parlato  
Teresa Rosales  
Debbie Waugh  
- Bilingual Aide-ELD  
- Instructional Aide  
- Instructional Aide  
- Instructional Aide  
- Instructional Aide  
- Instructional Aide  
- Instructional Aide  
- Instructional Aide  

**Middle School Teachers**  
Morgan Lessley  
Lance Campa  
Erin Dunkle  
Robert Fairbanks  
Mike Hanly  
Judy Nye  
Fanzisca Shelton  
Bruce Pedersen  
Annette Schaeffer  
Alyssa Spanier  
- Language Arts  
- Math  
- Science  
- Social Studies/Drama  
- P.E.  
- Resource Specialist  
- Science  
- Math  
- Social Studies  
- Language Arts
### Elementary Teachers

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janeen Graciano</td>
<td>TK/Kindergarten</td>
</tr>
<tr>
<td>Carrie Padfield</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>Maria Zepeda</td>
<td>Kindergarten - Dual Language Immersion</td>
</tr>
<tr>
<td>Cristina Garcia</td>
<td>1st Grade</td>
</tr>
<tr>
<td>Cari Hekhuis</td>
<td>1st Grade</td>
</tr>
<tr>
<td>Shaunna Hammill</td>
<td>1st Grade</td>
</tr>
<tr>
<td>Jasmine Day</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>Laura McVicar</td>
<td>2nd Grade</td>
</tr>
<tr>
<td>Nicole Moran</td>
<td>3rd Grade</td>
</tr>
<tr>
<td>Amy Revilla</td>
<td>3rd Grade</td>
</tr>
<tr>
<td>Jodi Rogers</td>
<td>3rd Grade</td>
</tr>
<tr>
<td>Charlene Asmussen</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Karis Joldersma</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Kelly McDonald</td>
<td>4th Grade</td>
</tr>
<tr>
<td>Corinn Bedard</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Jennifer Pedersen</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Gracie Romero</td>
<td>5th Grade</td>
</tr>
<tr>
<td>Angela McClurg</td>
<td>Teacher on Special Assignment-RTI</td>
</tr>
<tr>
<td>Jenny Johansen</td>
<td>Resource Specialist</td>
</tr>
<tr>
<td>Annalynn Clark</td>
<td>Resource Specialist</td>
</tr>
<tr>
<td>Cheryl Lastra</td>
<td>Special Day Class</td>
</tr>
<tr>
<td>Jennifer Lee</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Ann Finsland</td>
<td>Speech Pathologist</td>
</tr>
</tbody>
</table>

### Classified Music and Arts Specialists

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Blanton</td>
<td>Music Specialist</td>
</tr>
<tr>
<td>Malia Maurer</td>
<td>Music Specialist</td>
</tr>
</tbody>
</table>
UPPER CAMPUS/ SOLVANG MIDDLE SCHOOL SCHEDULE
GRADES 6, 7, 8

REGULAR SCHEDULE A BLOCK: MON / THUR

FIRST PERIOD 8:30 - 10:07
Break 10:07 - 10:19
THIRD PERIOD 10:22 - 11:56
Lunch 11:56 - 12:31
FIFTH PERIOD 12:34 - 2:08
SEVENTH PERIOD 2:11 - 3:00

REGULAR SCHEDULE B BLOCK: TUE / FRI

SECOND PERIOD 8:30 - 10:07
Break 10:07 - 10:19
FOURTH PERIOD 10:22 - 11:56
Lunch 11:56 - 12:31
SIXTH PERIOD 12:34 - 2:08
SEVENTH PERIOD 2:11 - 3:00

WEDNESDAY 1:30 DISMISSAL

FIRST PERIOD 8:30 – 9:06
SECOND PERIOD 9:09 – 9:42
Break 9:42 - 9:54
THIRD PERIOD 9:57 - 10:30
FOURTH 10:33 - 11:06
FIFTH 11:09 – 11:42
Lunch 11:42- 12:17
SIXTH 12:20 – 12:53
SEVENTH 12:56 – 1:30

MONDAY HOLIDAY SHORT WEEK SCHEDULE
TUESDAY – Block A Schedule
WEDNESDAY – Block B Schedule
THURSDAY – Block A Schedule
FRIDAY – Block B Schedule

**FRIDAY HOLIDAY SHORT WEEK SCHEDULE**

MONDAY – Block A Schedule
TUESDAY – Block B Schedule
WEDNESDAY – Block A Schedule
THURSDAY – Block B Schedule

**WEDNESDAY SHORT WEEK SCHEDULE**

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST / SECOND PERIOD</td>
<td>8:30 – 9:42</td>
</tr>
<tr>
<td>Nutrition Break</td>
<td>9:42 - 9:52</td>
</tr>
<tr>
<td>THIRD / FOURTH PERIOD</td>
<td>9:55 – 11:04</td>
</tr>
<tr>
<td>FIFTH / SIXTH PERIOD</td>
<td>11:07 – 12:16</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:16 – 12:51</td>
</tr>
<tr>
<td>SEVENTH PERIOD</td>
<td>12:54 – 1:30</td>
</tr>
</tbody>
</table>

**LOWER CAMPUS / SOLVANG ELEMENTARY SCHOOL SCHEDULE**
**Grades K-5**

**Regular Daily School Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 a.m.</td>
<td>OfficeOpens (Lower Campus)</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>OfficeOpens (Upper Campus)</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>School Begins</td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Office Closes (Upper Campus)</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Office Closes (Lower Campus)</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>BELL/CLASSES BEGIN Grades K-5</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Recess Grades TK, Kinder, 2 &amp; 3</td>
</tr>
<tr>
<td>10:05-10:20</td>
<td>Recess Grades 1, 4 &amp; 5</td>
</tr>
<tr>
<td>11:35-12:20</td>
<td>Lunch – TK, Kinder</td>
</tr>
<tr>
<td>11:35-12:20</td>
<td>Lunch – 1st</td>
</tr>
<tr>
<td>12:05-12:50</td>
<td>Lunch -- 2nd and 3rd</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Lunch -- 4th and 5th</td>
</tr>
<tr>
<td>2:00</td>
<td>Kindergarten dismissal</td>
</tr>
<tr>
<td>2:30</td>
<td>1st, 2nd and 3rd grade dismissal</td>
</tr>
<tr>
<td>3:00</td>
<td>4th - 8th grade dismissal</td>
</tr>
</tbody>
</table>

**Early Release Wednesday**

8:30 - 1:30

**Minimum Day**

8:30 – 12:00
Section I

General Information
Introduction

This Plan is designed for use during the planning, response, and recovery phases of an emergency or disaster that affects the District’s operations and facilities. It has been prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations. It also conforms with all California Education Code Policies as described in sections 32280-32289.

This plan is intended to be read and understood before an emergency. The procedures (outlined) in this plan are designed to manage the effects of such situations and shall be activated under any of the following conditions:

➢ By direction of the District Superintendent, or his/her designated representative under a declaration of Disaster.

➢ In any emergency or disaster which directly affects the District, and requires an emergency response by District employees.

➢ Upon notification by local, state, or federal government officials of an actual/declared or impending Emergency or Disaster that will directly or indirectly affect the District.

Priorities

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Protection of the environment
3. Protection of property
4. Restoration of services

This plan implemented those priorities in establishing its disaster preparedness procedures:

1. All students will be retained at District facilities until released to parents or authorized persons during a disaster situation.
2. All evacuation of facilities (as necessary) will be done (as necessary) in conjunction with other agencies through the SEMS system.

3. If evacuation of facilities is required, all students and District personnel at each school/site will assemble in predetermined areas.

4. All District employees are expected to remain and fulfill their disaster responsibilities until the emergency is over or they can be relieved (per California Government Code §3100).

Purpose of the Site Plan

The purpose of the Site Comprehensive Safety Plan is to have site disaster procedures available, providing site personnel with a convenient set of useable instructions.

The Site Plan is organized as follows:

1. **Section I** provides the basic organizational structure and overall response strategy. This plan includes a description of the interface and participation in the local operational area.

2. **Section II** details the tasks of the school principal with regards to pre-incident emergency preparedness.

3. **Section III** addresses District Emergency Communications. This section lists relevant phone numbers and communication procedures.

4. **Sections IV** includes Initial Response Checklists and outlines the initial response of the incident commander and staff and the immediate response actions (e.g., duck and cover, shelter-in-place, lock down, and evacuation).

5. **Section V** provides procedures and checklists for staff the school site during an emergency situation. This section includes information helpful to accomplish the emergency functions (e.g., procedure checklists, maps, staff rosters, organization charts, medical forms, student release forms).

6. **Section VI** details the expected dress code and behavior of students in the classroom and on campus, the consequences of not following the school and classroom rules, and the parent responsibilities towards these situations.

7. Appendix A is to include the current staff assignments and buddy lists.

8. Appendix B includes a map of the school sites. This map shows the outdoor and indoor evacuation areas, evacuation routes, and traffic control map.
9. Appendix C contains checklist for the various emergency functions.
10. Appendix D includes all the forms referred to in the text.

Establishing Disaster Procedures

1. **Before A Disaster:** Pre-planning for disasters includes:
   a. Identifying and coordinating responsibilities of staff and those agencies that may respond.
   b. Assigning individual school staff responsibilities and tasks.
   c. Establishing warning and plan activation procedures.
   d. Providing equipment/resources for the Site Emergency Operations Center.
   e. Developing a plan to use school facilities for shelter and food service.
   f. Training staff, students, parents and other community residents in disaster preparedness and awareness.

2. **When A Disaster Takes Place:**
   a. Implement SEMS and activate Site Emergency Operations Center as required
   b. Implement emergency management procedures to control situation and to protect individuals and facilities.
   c. Utilize all resources to safely see the school site through Disaster.
   d. Interface and coordinate all requests for aid or resources through the Site Emergency Operations Center.

3. **Post-Disaster Actions:**
   a. Implement all recovery/restoration procedures including the use of Action Plans which outline priorities to be addressed.
   b. Terminate incident and close Site Emergency Operations Center.
   c. Return to normal operations and staffing.

**Incident Command System**

The organizational structure is modeled after the nationally used standardized on-scene emergency management concept: Incident Command System (ICS). ICS is a multi hazard management system that can be used to manage the response to all foreseeable emergencies. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure with responsibility for the management of resources to effectively accomplish stated objectives pertinent to an incident.
The fundamental tenet of ICS is that the Incident Commander (the principal or acting principal) is solely responsible for the emergency response. He/she must ensure that the ICS organization is properly staffed to respond to the incident. It is incumbent upon the Incident Commander to assess the current emergency and determine what, if any, parts of this plan will be activated and/or modified to best respond to the incident.

The Initial Response Checklists in Section IV of this Plan contains initial, incident-specific checklists. The Incident Commander must determine what, if any, actions are required beyond these initial steps (such as activating all or parts of the Incident Command System).

**Coordination with Schools and Agencies**

Each school’s Emergency Plan is an extension of the Solvang Elementary School District’s Comprehensive Safety Plan. This plan complies with the Standardized Emergency Management System (SEMS) regulations and the National Incident Management System (NIMS). The District’s channel of coordination is reflected in **Chart 1** below.

![Chart 1](image)
School Employees as Disaster Service Workers

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

School staff should be familiar with emergency procedures and any assigned responsibilities.

Authorities and References

The California Emergency Services Act (California Government Code §§8550 et seq.) is the basic legislation which provides extraordinary emergency powers and authority for state and local governments. California Government Code §8607(a) establishes the Standardized Emergency Management System (SEMS), which is the system for managing response to multi-authority and multi-jurisdiction emergencies in California. The regulations supporting the Standardized Emergency Management System are included in Title 19 of the California Code of Regulations, §§2400 et seq.
Section II

Pre-incident Planning
**School Principal**
The school principal is responsible for pre-disaster planning at his/her school site. The school principal is responsible for providing all the school-specific information in this plan, including but not limited to:

- Staff rosters
- Staff assignments
- Buddy lists
- Emergency maps showing safe assembly areas, first-aid, sanitary area, etc.
- Evacuation maps
- Traffic control maps
- Utility control locations.

The school principal is also responsible for training staff on implementation of this Comprehensive Safety Plan and on each of the staff’s individual responsibilities in an emergency situation. Disaster procedures should be reviewed in September with all staff. The school principal should survey staff for preference of assignments (medical, search & rescue, field supervision). A **Staff Resource Survey Form (Form A)** is included in Appendix D. The school principal also needs to create a buddy teacher list at the beginning of each school year. A **Buddy List Form (Form C)** is also included in Appendix D.

In order to protect school staff, the principal should ensure that each staff member completes the **Staff Emergency Medical Information Form (Form B)**. This form is included in Appendix D.
The school principal should meet annually with the district personnel and maintenance staff to ensure:

- Accurate inventory of supplies for container and classroom buckets/backpacks.
- Missing supplies are replaced & batteries changed.
- Copies of disaster information cards are available (with classroom emergency supplies.)
- That disaster cards are moved appropriately as class changes are made.
- Plan emergency/disaster drills and fire drills.

**Superintendent or Designee**

The Superintendent or designee is responsible for the District’s overall emergency preparedness, which includes ensuring that each individual school site is adequately prepared to respond in a disaster or emergency situation. The Superintendent or designee is responsible for preparation of the Comprehensive School Safety Plan as well as the emergency procedures in this Plan.

The Superintendent or Designee is responsible for meeting with school site personnel to verify:

- Accurate and adequate inventory of supplies for container and classroom buckets/backpacks.
- Proper posting of evacuation information.
- Copies of disaster information cards are available (with classroom emergency supplies.)
- Emergency/Disaster drills are conducted each school year and to advise school principals of the dates of district-wide drill and report site drill dates.
- To assist in providing plan drill critiques (verbal & written).

The Superintendent or designee is also responsible for training staff for positions in the Site Emergency Operations Center (SEOC) and the District’s Emergency Operations Center (EOC) and ensuring that there are adequate supplies for District operations in the event of a disaster or emergency situation. Adequate communications is particularly important in an emergency.

The Superintendent or his designee is also responsible for completing the *Emergency Preparedness Checklist* and the *Hazard Identification Checklist* on an annual basis. These checklists should be completed in September. These two checklists are included in Appendix C.

The Superintendent or his designee is also responsible for maintenance of the schedule of required emergency drills (see *Drill Log (Form C)* in Appendix D.

The Superintendent or his designee must ensure that District emergency supplies are in working order and sufficient to meet the District’s needs.
School Staff

School staff should familiarize themselves with this Comprehensive Safety Plan and learn the roles assigned to them in the event of an emergency. Each staff member should also know his or her teacher buddies. Teaching staff must maintain current class rosters in their emergency backpacks and should ensure that their classrooms have first-aid emergency kits.

School staff must be aware that they cannot leave campus without permission during an emergency situation unless they have the authorization of the Site Emergency Coordinator (school principal), because of their responsibilities as disaster service workers. California Government Code, Chapter 8, Section 3100 states: “…all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities.
STAFF ASSIGNMENTS

Site Personnel Assignments
The Emergency Coordinator should assign personnel to emergency tasks prior to an incident as part of disaster preparedness procedures.

Team Leaders
The Team Leaders listed below are in charge of the activity listed. Staff assigned to them are listed on the Buddy List.

<table>
<thead>
<tr>
<th>Emergency Task</th>
<th>Title</th>
<th>Relief Back-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Coordinators</td>
<td>Steve Seaford, Superintendent</td>
<td>Emily Pakulski, Executive Asst.</td>
</tr>
<tr>
<td></td>
<td>Pam Rennick, Principal</td>
<td></td>
</tr>
<tr>
<td>Secretary/Record Keeper</td>
<td>Yesenia Alvarado, School Secretary</td>
<td>Liliana Garcia, Office Assistant</td>
</tr>
<tr>
<td>Search &amp; Rescue Team</td>
<td>Mike Biron, Maintenance and Operations Manager</td>
<td>Mike Hanly, Teacher</td>
</tr>
<tr>
<td></td>
<td>Robert Fairbanks, Teacher</td>
<td>Shaunna Hammill, Teacher</td>
</tr>
<tr>
<td>Utilities Team</td>
<td>Mike Biron, Maintenance and Operations Manager</td>
<td>Nacho Martinez, Maintenance</td>
</tr>
<tr>
<td>Student/Staff Accountability Team</td>
<td>Norma Flores, UC Office Clerk</td>
<td>Gretchen Haws, Office Assistant</td>
</tr>
<tr>
<td>Student Release Team</td>
<td>Yesenia Alvarado, School Secretary; Liliana Garcia, Office Clerk</td>
<td>Gretchen Haws, Office Assistant</td>
</tr>
<tr>
<td>First-Aid Team</td>
<td>School Nurse on duty</td>
<td>Bruce Pedersen, Teacher Annette Schaeffer, Teacher</td>
</tr>
<tr>
<td>Team</td>
<td>Person</td>
<td>Person</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Food/Water/Sanitation Team</strong></td>
<td>Pam Rennick, Principal</td>
<td>Steve Seaford, Superintendent</td>
</tr>
<tr>
<td><strong>Assembly</strong></td>
<td>Jodi Rogers, Teacher</td>
<td>Lance Campa, Teacher</td>
</tr>
<tr>
<td><strong>Security Team</strong></td>
<td>Mike Hanly, Teacher</td>
<td>Robert Fairbanks, Teacher</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Erin Dunkle, Teacher</td>
<td>Amy Revilla, Teacher</td>
</tr>
<tr>
<td></td>
<td>Claudia Guillen, ELD Coordinator</td>
<td>Maria Zepeda, Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Devon Espejo, Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graciela Romero, Teacher</td>
</tr>
</tbody>
</table>

The responsibilities for each position are discussed in detail in Section V.

All other staff must go to the assembly area in either the lower or upper campus.
## EMERGENCY DRILLS

### Summary of Drills

<table>
<thead>
<tr>
<th>Type of Drill</th>
<th>Signal</th>
<th>Procedure Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire</td>
<td>Continuing short bells for 10 seconds, pause for 5 seconds; sequence repeats for a minimum of 1 minute.</td>
<td>Have students walk in a single line to assembly area and wait for the “All Clear” signal.</td>
</tr>
<tr>
<td>Lockdown/ Shelter-in-Place</td>
<td>Principal announces on the PA: “We have received information regarding an emergency situation and need to implement lock down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.”</td>
<td>Teachers will instruct students to get small and quiet, lock doors, and close shades or blinds. Any students and staff outside are to proceed inside the nearest building or classroom.</td>
</tr>
<tr>
<td>Earthquake</td>
<td>Principal announces on the PA: “As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students and staff should follow duck and cover procedures, which mean you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until I give further instructions.”</td>
<td>Students and staff should drop to their knees facing away from windows; get under desks or tables if possible; fold body onto floor with arms close to knees; place head as far as is possible between knees; cover crown of the head with hands; and stay in this position for 10 seconds. Teachers</td>
</tr>
</tbody>
</table>
In order to be adequately prepared, the following drills should be executed and documented in the Disaster Drill log: fire, shelter-in place/lockdown, and earthquake.

Fire Drills

1. **Signal**: Continuing short bells for 10 seconds pause for 5 seconds; sequence repeats for a minimum of 1 minute.

2. **Procedures**:

   **Teachers**
   - (1) Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.
   - (2) Familiarize yourself with class’s route before the drill begins.
   - (3) When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
   - (4) Check to see that all students are out of the classroom; take student roster and close all doors.
   - (5) Have students walk **quietly** in single file to the Assembly Area. Teachers should walk at the rear of the line.
   - (6) Have students form a single line in the designated Assembly Area
   - (7) Take attendance.
   - (8) Wait for “All Clear” signal – one long steady bell – then return quickly to your classroom in a single file.

   **All Other Personnel**
   Report to Assembly Area for further instructions.
Lockdown/ Shelter-In-Place Drills

1. **General.** A Lockdown/Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

2. **Signal.** The signal for the “Shelter-In-Place” drill is the following PA announcement: “We have received information regarding an emergency situation and need to implement lock down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.”

3. **Procedures**

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ (1) When the announcement has been given, all classes will remain in their rooms.</td>
</tr>
<tr>
<td>□ (2) Physical education classes will proceed into the gym.</td>
</tr>
<tr>
<td>□ (3) Students should be arranged in the shelter area so as to enable them to be “<strong>Small and Quiet</strong>” .</td>
</tr>
<tr>
<td>□ (4) Move students to the most protected areas in the room.</td>
</tr>
<tr>
<td>□ (5) Have students face away from windows and keep their backs toward windows.</td>
</tr>
<tr>
<td>□ (6) Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.</td>
</tr>
<tr>
<td>□ (7) Turn off lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.</td>
</tr>
</tbody>
</table>
Earthquake Drills

1. **General.** An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

2. **Signal.** The signal for the drill is the following PA announcement: “As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students and staff should follow duck and cover procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until I give further instructions.”

3. **Procedures.**

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ (1) Drop to knees facing away from windows.</td>
</tr>
<tr>
<td>☐ (2) Get under desks or tables where possible.</td>
</tr>
<tr>
<td>☐ (3) Fold body onto floor with arms close to knees.</td>
</tr>
<tr>
<td>☐ (4) Place head as far as is possible between knees; cover head with hands.</td>
</tr>
<tr>
<td>☐ (5) Stay in this position until the quake is over.</td>
</tr>
<tr>
<td>☐ (6) Teachers will direct students to evacuate the classroom.</td>
</tr>
</tbody>
</table>

4. **In a Real Earthquake.**
   (1) After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.
(2) If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

**TEACHER BUDDY LIST**

**Before an Incident Occurs**
A buddy list typically assigns teachers in adjacent or nearby rooms as “buddies.” Buddy teachers will work together in an emergency, and should train and drill together to better understand and cooperate with one another. In the event of an emergency, one teacher will watch both classes, and the other teacher will assume an emergency task.

The teachers and staff need to review their evacuation routes and assembly area locations in preparation for an emergency. All substitute teachers should be provided with a copy of the school’s emergency procedures, a description of the role they would play in an emergency, and identification of their buddy teacher.

**After an Incident Occurs**
When an incident takes place, each teacher should conduct a classroom status check. The teacher should then check with their buddy teacher to determine each other’s health status, need to assist with any injuries, need to stay with injured students, etc... If possible, injured students should not be left alone.  **Remember:** A teacher’s responsibility is to all students, but in situations which threaten the lives of all, do the greatest good for the greatest number.

If necessary, one buddy teacher will evacuate both classrooms. Students should exit *without* the teacher leading them. During drills, teachers must emphasize that students learn proper evacuation procedures and routes. Teacher should stay back to check the classroom & close the door (do not lock). *If both buddy teachers are available for evacuation*, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
Once in assembly area, buddy classrooms lineup next to each other for student accounting. All teachers are to fill out the written Student Accounting Forms to be delivered to the Command Post. Assembly area buddy assignments may or may not be the same as classroom buddy.

Each classroom kit should contain teacher’s class roster as well as buddy classroom roster. Immediately following student accounting, one member of each buddy team checks in at the Command Post, and reports of missing students should be made.

In emergency situations, which do not involve evacuation, it may be necessary to move all students from one buddy’s classroom into the other. One of the teachers is then available for assignment.

---

**BUDDY LIST (Form D)**

**Lower Campus**

<table>
<thead>
<tr>
<th>Room #</th>
<th>Teacher</th>
<th>Room #</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>12, 13</td>
<td>Carrie Padfield, Maria Zepeda</td>
<td>P18, P29</td>
<td>Cheryl Lastra, Jennifer Pedersen</td>
</tr>
<tr>
<td>16, 17</td>
<td>Cristina Garcia, Janeen Graciano</td>
<td>7, 8, 9</td>
<td>Jasmine Day, Laura McVicar, Angela McClurg</td>
</tr>
<tr>
<td>15, 14</td>
<td>Cari Hekhuis, Shaunna Hammill</td>
<td>26, 25</td>
<td>Nicole Moran, Amy Revilla</td>
</tr>
<tr>
<td>28, 27</td>
<td>Lisa Blanton, Jodi Rogers</td>
<td>Kitchen/MP Room</td>
<td>Anita Brau, Kristen Chaffin-Hickman</td>
</tr>
<tr>
<td>24, 23, 22</td>
<td>Charlene Asmussen, Karis Joldersma, Kelly McDonald</td>
<td>Business Office, Resource</td>
<td>Dawn Stewart, Sandra Tomasini, Ann Finsland</td>
</tr>
<tr>
<td>Room #</td>
<td>Teacher</td>
<td>Room #</td>
<td>Teacher</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------</td>
<td>--------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>2, 3</td>
<td>Annette Schaeffer, Robert Fairbanks</td>
<td>4, 5</td>
<td>Lance Campa, Bruce Pedersen</td>
</tr>
<tr>
<td>6, 7, 8</td>
<td>Alyssa Spanier, Morgan Lessley, Franzie Shelton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12, 13</td>
<td>Erin Dunkle, Mike Hanly</td>
<td>14, 15</td>
<td>Judy Nye, Devon Espejo</td>
</tr>
</tbody>
</table>

SITE: Solvang Elementary School

Buddy List last updated: November 2018

*This form should be updated in September of each school year and thereafter to accommodate any staff changes*
Section III

District Emergency Communications
Emergency Telephone Communications

It is anticipated that in a major disaster such as a large earthquake or flood, area telephone service may be unavailable for several days after the event. Cellular telephone service may also be affected by the disaster because of call processing system overloads. If the telephone does not function, recheck it periodically since telephone service may be restored at any time. Telephone numbers have been established as “essential service” lines and will be given priority restoration following an emergency or disaster situation.

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number first for immediate aid. If possible, notify the District EOC of your situation and needs or provide the appropriate information when requested.

<table>
<thead>
<tr>
<th>District Emergency Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Emergency Operations Center</td>
</tr>
<tr>
<td>District Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Local Agency Emergency Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheriff’s Department</td>
</tr>
<tr>
<td>Service</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Fire Department</td>
</tr>
<tr>
<td>American Red Cross</td>
</tr>
<tr>
<td>PG &amp; E</td>
</tr>
<tr>
<td>Southern California Gas Co.</td>
</tr>
<tr>
<td>Water – City of Solvang</td>
</tr>
<tr>
<td>Water Division</td>
</tr>
</tbody>
</table>
# Other District Contact Numbers

<table>
<thead>
<tr>
<th>Management Team</th>
<th>School Phone Number</th>
<th>Emergency Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Seaford, Superintendent</td>
<td>(805) 688-4810 ext. 4454</td>
<td></td>
</tr>
<tr>
<td>Pam Rennick, Principal.</td>
<td>(805) 688-4810 ext 4701</td>
<td></td>
</tr>
<tr>
<td>Emily Pakulski, Executive.</td>
<td>(805) 688-4810 ext.4453</td>
<td></td>
</tr>
<tr>
<td>Asst/Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mike Biron, IT Specialist</td>
<td>Contact via email</td>
<td></td>
</tr>
<tr>
<td>Dawn Stewart, Business Manager</td>
<td>(805) 688-4810 ext. 4737</td>
<td></td>
</tr>
</tbody>
</table>

## Facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>School Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike Biron, Maintenance Mgr</td>
<td>(805) 688-4810 ext. 4716</td>
</tr>
<tr>
<td>Nacho Martinez, Maintenance</td>
<td>Contact via email</td>
</tr>
</tbody>
</table>

## School Office

<table>
<thead>
<tr>
<th>School Office</th>
<th>School Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yesenia Alvarado, School Secretary</td>
<td>(805) 688-4810 ext.4440</td>
</tr>
<tr>
<td>Liliana Garcia, LC Office Clerk</td>
<td>(805) 688-4810 ext.4455</td>
</tr>
<tr>
<td>Norma Flores, UC Office Clerk</td>
<td>(805) 688-4810 ext.4715</td>
</tr>
<tr>
<td>Gretchen Haws, Library/Teacher Support</td>
<td>(805) 688-4810 ext.4450</td>
</tr>
</tbody>
</table>

## Psychologists

<table>
<thead>
<tr>
<th>Psychologists</th>
<th>School Phone Number</th>
<th>Emergency ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Lee</td>
<td>(805) 688-4810 ext. 4711</td>
<td></td>
</tr>
</tbody>
</table>

## Business Office

<table>
<thead>
<tr>
<th>Business Office</th>
<th>School Phone Number</th>
<th>Emergency ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dawn Stewart</td>
<td>(805) 688-4810 ext. 4737</td>
<td></td>
</tr>
<tr>
<td>Sandra Tomasini</td>
<td>(805) 688-4810 ext. 4456</td>
<td></td>
</tr>
</tbody>
</table>

## Nurse

<table>
<thead>
<tr>
<th>Nurse</th>
<th>School Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda Beas</td>
<td>(805) 688-4810 ext. 4723</td>
</tr>
</tbody>
</table>
Emergency Radio Communications

If the telephone system is not operational, the District emergency two-way radio and cell phone system should be utilized for contact with the District EOC. In this situation, the radio(s) should be tuned to on mode and constantly monitored.

IMPORTANT: DO NOT USE WALKIE TALKIES, RADIOS OR CELL PHONES IF THERE IS A BOMB THREAT. BOMBS CAN BE ACTIVATED BY USE OF THESE DEVICES.

Hand held radios at the individual sites can be used for site control activities, but ensure they are on another channel than that for the District EOC so as not to disrupt the emergency communications systems use.

In the event of a major emergency or disaster, radio communication may be the only system available to request aid and coordinate District emergency response management. For this reason, all District personnel must follow basic radio procedures during an emergency, as instructed.

Emergency Transportation Services

The use of transportation services which may be available from the District, the City and/or other available agencies will be requested and provided on an as needed and available basis. Contact shall be made directly to the City’s EOC by the District’s Incident Commander. All transportation made available shall be done in accordance with the agreed upon criteria which is based on a system which allows for imminent danger to life situations to be dealt with first.
Section IV

Immediate and Initial Responses
### IMMEDIATE RESPONSE ACTIONS

<table>
<thead>
<tr>
<th>Action</th>
<th>Purpose</th>
<th>If inside</th>
<th>If outside</th>
<th>Other measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Earthquake/Duck and Cover</strong></td>
<td>To protect students and staff from flying or falling debris.</td>
<td>Teachers will instruct students to duck under their desks and cover their heads with their arms and hands. When clear evacuate building.</td>
<td>If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. Remain outside.</td>
<td>Teachers and students should move away from windows.</td>
</tr>
<tr>
<td><strong>Limited Outdoor Activity/ Secure School</strong></td>
<td>To keep students indoors as protection from a potential hazard</td>
<td>Teachers will keep students in the classroom until further instructions are given.</td>
<td>Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings.</td>
<td>Teachers are responsible for securing individual classrooms.</td>
</tr>
<tr>
<td><strong>Shelter in Place/ Lock Down</strong></td>
<td>To protect students and staff from a potential threat.</td>
<td>Teachers will instruct students to get small, quiet and out of sight, lock doors and close shades or blinds. Students should remain wherever they are (bathroom, ELD, RTI, office, etc.).</td>
<td>Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings.</td>
<td>Teachers and students will remain in the classroom or secured area until given further instructions by Principal or police.</td>
</tr>
<tr>
<td><strong>Active Shooter/ Intruder</strong></td>
<td>To protect students from one or more individuals who are armed with a firearm.</td>
<td>Teacher will initiate LOCKDOWN and PREPARE to FIGHT or RELOCATION. If this action may apply to the entire campus, or just an affected portion.</td>
<td>Students will listen to staff direction to go to nearest building and LOCKDOWN or to RELOCATE.</td>
<td>Teachers and students will remain in the classroom, secured area or in their relocation until given further instructions by Principal or police.</td>
</tr>
</tbody>
</table>

Board Approved  
February 2019

Comprehensive Safety Plan
<table>
<thead>
<tr>
<th>Fire/Evacuate Building</th>
<th>To protect students and staff if it is unsafe to remain in bldg. Principal will initiate fire alarm.</th>
<th>Evacuate</th>
<th>Principal will initiate fire alarm, and teachers will instruct students to evacuate. Stay outside and go to assembly area.</th>
<th>Teachers will instruct students to evacuate, assemble in their assigned Assembly Area, and take student roster.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Site Evacuation</td>
<td>To protect students and staff when it is unsafe to remain on campus.</td>
<td></td>
<td>Principal will determine the safest method of evacuation (e.g., use of school buses or walking).</td>
<td>Teachers will instruct students to evacuate and will take student roster. Once assembled off-site, teachers and students will stay in place until instructions given.</td>
</tr>
<tr>
<td>All Clear</td>
<td>Student and staff can return to classrooms.</td>
<td></td>
<td>Principal makes an announcement.</td>
<td></td>
</tr>
</tbody>
</table>

**Earthquake/ Duck and Cover**

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

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

   “YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”
2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

4. Teachers and students should move away from windows.

**Limited Outside Activity / Secure School**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air or other potential hazard that may make being outdoors, potentially dangerous. Limited Outside Activity is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should go outside the buildings.

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

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

   “YOUR ATTENTION PLEASE. THERE IS A POTENTIAL HAZARD IN THE COMMUNITY, WE ARE INSTITUTING LIMITED OUTDOOR ACTIVITY/SECURE SCHOOL PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING WITH WINDOWS AND DOORS OPENED.”
SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows.

**Lockdown/Shelter-in-Place**

This action is taken when there is a potential threat identified or directed by law enforcement and it is necessary to keep students inside buildings and limit movement inside the buildings. During Lockdown, students are to remain in the classrooms or designated locations at all times.

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to get small and quiet, lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel will be allowed on campus.

Active Shooter/Intruder

This action is taken if one or more individuals on school grounds who are armed with a firearm.

1. Any staff member who identifies this situation will initiate the recommended appropriate Immediate Response Action, which is LOCKDOWN and PREPARE to FIGHT or RELOCATION. If there is an active shooter and students are in imminent danger, the administrator, or teacher may initiate RELOCATION if it would be a better alternative to LOCKDOWN. This action may apply to the entire campus, or just an affected portion.

2. The school administrator will:
Call 9-1-1 and provide the exact location and nature of the incident. The school administrator should designate a person to remain online with police if safe to do so.

Communicate with classrooms using email, cell phones, radios or the intercom system.

Prepare a message for parents to be sent on Parent Square. Every effort will be made to notify parents as soon as possible (once situation is stable) and identify where they should pick up their students.

3. Teachers will:

   Encourage students to either RELOCATE by quickly leaving campus by any safe and available exit, or HIDE and PREPARE to FIGHT. If leaving campus, the established offsite relocation points are the Police Station and the Wilding Museum. If LOCKDOWN, lock the door, close windows, keep students calm and quiet and PREPARE to FIGHT by picking up any heavy object, turning over desks, etc.

   Establish communication with the office, if safe to do so and report any known information.

Lockdown will be lifted over the intercom by the Administration or Law Enforcement only.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e.,

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FEBRUARY 2019

Comprehensive Safety Plan
sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

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

2. The Principal will initiate a fire alarm.

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

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. In that event, the emergency off campus evacuation location is the big lawn in front of the Santa Inez Mission, 1760 Mission Dr. Solvang, CA. 93464.

1. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
2. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

3. Once assembled off-site, teachers and students will stay in place until further instructions are given.

4. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

**All Clear**

This action is taken to notify teachers that normal school operations can resume.

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

   “YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.
INITIAL RESPONSE CHECKLISTS

Checklists are included to outline the initial response to the following situations:

➢ Active Shooter
➢ Aircraft Crash
➢ Biological/Chemical Weapons Assault (unknown powdery substance)
➢ Biological/Chemical Weapons Assault (via aircraft or outdoor dispersion device)
➢ Biological/Chemical Weapons Assault (via indoor dispersion device)
➢ Bomb Threat
➢ Chemical or Hazardous Materials Incident
➢ Earthquake
➢ Fire
➢ Flood
➢ Medical Emergency
➢ Nuclear Attack
➢ Riot/Civil Disorder
➢ Severe Windstorm
➢ Suspicious Mail/Packages
➢ Suspicious Person or Criminal Activity on Campus
➢ Threat of Violence
➢ Utility Failure
Active Shooter

One or more individuals on school grounds how is armed with a firearm.

Discovering Party:

1. Initiate the recommended appropriate Immediate Response Action, which is LOCKDOWN and PREPARE to FIGHT or RELOCATION. If there is an active shooter and students are in imminent danger, the administrator, or teacher may initiate RELOCATION if it would be a better alternative to LOCKDOWN. This action may apply to the entire campus, or just an affected portion.

2. Make an “ALL CALL” Using the school intercom system

Principal:

1. Make and “ALL CALL” if has not already been done.

2. Call 9-1-1 and provide the exact location and nature of the incident. The school administrator should designate a person to remain online with police if safe to do so.

3. Communicate with classrooms using email, cell phones, radios or the intercom system.

4. Prepare a message for parents to be sent on Parent Square. Every effort will be made to notify parents as soon as possible (once situation is stable) and identify where they should pick up their students.

All Personnel:

Encourage students to either RELOCATE by quickly leaving campus by any safe and available exit, or HIDE and PREPARE to FIGHT. If leaving campus, the established offsite relocation points are the Police Station and the Wilding Museum. If LOCKDOWN, lock the door, close windows, keep students calm and quiet and PREPARE to FIGHT by picking up any heavy object, turning over desks, etc.

1. Establish communication with the office, if safe to do so and report any known information.
Aircraft Crash

What to do if an aircraft crashes on or near the school

**Principal:**

1. Call 9-1-1 to report the crash and notify District Office.

2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If the Principal issues an “Evacuate Building” action, the students will evacuate the buildings using prescribed routes or other safe routes to the assembly area. The Principal will initiate an off-site evacuation, if it is unsafe to remain on campus.

3. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Team, the Search and Rescue Team, the Medical Team, the Assembly Area Team, and the Student Release Team.

4. You are the Incident Commander. Begin a comprehensive assessment of the situation and directing resources until emergency response personnel arrive.

5. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

**Teachers:**

1. Determine if your class is in immediate danger.

2. If the class is in danger evacuate your class to a safe location, otherwise stay in your room.

3. If you evacuate, take roll and document absent and/or missing students on class attendance sheet.

4. Move your class to the designated Assembly Area, as directed, once it has been established.

5. Activate the Buddy System and either remain in Assembly Area to supervise students or report to the Command Post for assignment.

6. Wait for further instructions.
Biological/Chemical Weapons Assault

*Discovery of Unknown Powdery Substance*

**Discovering Party:**
3. Upon discovery of any unidentified powdery substance, do not touch, sniff, or taste the substance.
4. Do not attempt to clean up or remove the substance.
5. Cover the powder with whatever you can (paper, clothing, trash can, etc.) and do not remove this cover.
6. Leave the room and close the door or otherwise prevent access to the room.
7. Wash your hands with soap and hot water.
8. Report the discovery to the Principal.
9. Remove any contaminated clothing from your person as soon as possible and place inside plastic bags.

---

**Principal:**
5. Upon knowledge of a biological or chemical weapons assault at school ensure that 9-1-1 has been dialed. Establish a Command Post and report the incident to the District Office.
6. Ensure that an evacuation of the immediate area has been conducted and that the area is isolated and cannot be entered.
7. Direct custodian to ensure that HVAC system is shut down.
8. Make a list of all the people who were in the room or area of the substance and provide this list to the emergency response agencies investigating the incident.
9. Ensure that everyone who may have had contact with the powder washes his/her hands and removes contaminated clothing as soon as possible. Contaminated clothing should be placed in plastic bags.
10. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.
11. Ensure that all students and staff have been accounted for.
Biological or Chemical Weapons Assault (*continued*)

(Discovery of an Unknown Powdery Substance)

| All Personnel: | 2. Do not panic. Remain calm and follow instructions. |
|               | 3. Do not turn on any air conditioner/heater or fan. |
|               | 4. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route. |
|               | 5. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader. |
Biological/Chemical Weapons Assault

Agent Delivered via Aircraft or Dispersion Device that is Outdoors

Principal:

1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via aircraft or dispersion device that is outdoors ensure that all staff and students are moved indoors. Instituting shelter—in-place procedures may be appropriate.

2. Direct custodian to ensure that HVAC system is shut down.

3. Direct staff to cover vents with thick paper using tape to create a seal.

4. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.

5. Ensure that all students and staff have been accounted for.

All Personnel:

1. Do not panic. Remain calm and follow instructions.


3. Close and secure all doors and windows.

4. Ensure that your heater/air conditioner is turned off.

5. Take roll of your classroom.

6. Cover vents with plastic or thick paper using tape to create a seal.

7. Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.

8. Remain in this area until notified to leave by Principal or emergency response agencies.

9. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.
## Biological/Chemical Weapons Assault

*Agent Delivered via Dispersion Device that is Indoors or the school’s HVAC System*

### Principal:

1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via dispersion device that is indoors or the school’s HVAC system direct a full evacuation to the school’s normal outdoor evacuation area.

2. Direct custodian to ensure that HVAC system is shut down.

3. Call 9-1-1 to report the incident.

4. Follow normal evacuation procedures.

5. Follow instructions of emergency response agencies. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.

6. Ensure that all students and staff have been accounted for.

### All Personnel:

1. Do not panic. Remain calm and follow instructions.

2. Evacuate classroom to normal outdoor evacuation assembly area. Ensure that all windows and doors are closed while evacuating.

3. Take Roll Book and pen and pencils. Ensure that all students have been accounted for.

4. Use pre-planned evacuation routes.

5. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Unit Leader.

6. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.
Bomb Threat
What to do in case of a bomb threat

Discovering Party: If you receive a bomb threat over the telephone, ask the following:

➢ When will it explode?
➢ Where is the bomb right now?
➢ What does it look like?
➢ What kind of bomb is it?
➢ What will cause it to explode?
➢ Why did you place the bomb?
➢ What is your address? (Where are you?)
➢ What is your name?

Principal:
1. Dial 9-1-1 to notify police of Bomb Threat.
2. Contact the District Office.
3. If you believe the bomb threat is credible, do not use a walkie-talkie or cell phone. (There are some radio-controlled bombs).
4. Determine if you will evacuate the school before conducting a search. Activate the alarm signal (bell-verbal) if you decide to conduct an evacuation.
5. Evacuate to Assembly Area.
6. Minimum Incident Command System Activation recommended: Operations Section, and Hazard Control Team. You are now the Incident Commander.
Chemical or Hazardous Materials Incident

What to do in case of a Hazardous Materials Incident

Principal:

1. In the event that a hazardous material is released in the area of the school, local law enforcement and/or fire department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take. Inform the District Office of the evacuation order and relay any additional assistance needed.

2. Establish and maintain communication with law enforcement and/or fire department and the District’s Emergency Operations Center. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section.

3. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources.

4. Until ordered to evacuate assume that a "shelter-in-place" strategy will be employed and do the following:
   ➢ Direct that all students and staff remain indoors until it is safe.
   ➢ Direct that all heating-ventilation and cooling units are shut down.
   ➢ Direct that all windows be shut.

Teachers:

1. Upon notification that a hazardous materials incident has affected the school, keep calm while preparing for an evacuation to another location, if directed.

2. Keep students calm.

3. Close all classroom doors and windows.

4. Ensure that the heating-ventilation and cooling system is shut down.
5. Unless otherwise instructed, assume that a "shelter-in-place' strategy is being utilized. Keep all students indoors until it is determined to be safe.
# Earthquake

*What to do in case of an earthquake*

## Duck, Cover and Hold

### If Inside:

1. Take cover under a desk or strong table, or sit or stand against an inside wall.
2. Stay inside the building. Leaving the building will subject you to falling debris, downed power lines and other hazards.
3. Stay away from windows, glass, bookcases and outside doors.
4. Do not use telephones. Place receivers back on the cradle.
5. If a fire develops, follow the procedures in the Fire Section.
6. Do not light any match, lighter, or other object that may create any open flame.
7. Tune to: KTMS, 990 AM
8. Prepare to evacuate to the Assembly Area, if instructed to do so.

### If Outside:

1. Move away from buildings and utility wire.
2. Watch for falling glass, electrical wires, poles, trees, or other falling debris.
3. Prepare to relocate to evacuation assembly area, if instructed to do so.

### Principal:

1. Establish a command post and initiate damage assessment and report to the District Office.
2. If necessary, direct the evacuation of staff and students to assembly areas.
3. Activate a Search Team to check all buildings for trapped or injured staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Operations Section, Search and Rescue Team, Assembly Team,
Hazard Control Team. Refer to Section 4. You are now the Incident Commander.

Earthquake (continued)

Teachers: 1. Give the **Duck, Cover and Hold** command to students. Duck, cover and hold yourself.

2. Determine if an immediate evacuation is necessary (if in your opinion remaining in the building is a hazard). If you do not believe an evacuation is necessary, stay in the building and await further instructions. (Refer to Facility Map for your assigned area.) If you believe an immediate evacuation is necessary, direct an orderly evacuation to your pre-designated assembly area.

3. Take any emergency supplies and roll book to the assembly area.

4. Take roll and document absent and/or missing students on class attendance sheet.

5. Teachers are now available to activate the Buddy system and either remain in Assembly Area for student care or report to the Command Post for assignment.

6. Determine the first aid needs of your class. Prepare to have injured students transported to the Treatment Area, when activated.

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**Fire**

Discovering Party: 1. Activate nearest accessible manual alarm pull box, or notify the office that there is a fire at *(say location)*. The Office will call the fire department.

2. Clear everyone from the immediate area.

3. Close - but do not lock all doors leading to fire area to isolate the area and prevent spread of fire.
### Principal:

1. Upon knowledge of fire at school activate alarm signal (bell and verbal) and ensure that 9-1-1 has been dialed. Establish a Command Post and report the fire to the District Office.

2. Supervise the evacuation of staff and students to assembly areas.

3. Direct a subordinate to check all bathrooms and training rooms for staff and students.

4. Ensure that the disabled are assisted in the evacuation.

5. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. Refer to Section 4. You are now the Incident Commander.

### All Personnel:

1. Do not panic. Remain calm and listen to instructions.

2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows - Oxygen feeds fires.

3. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.

4. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader.

5. If the fire is small (no bigger than a desk) use the nearest fire extinguisher to put it out. Only use a fire extinguisher if you have been trained. Do not risk personal safety to put out a fire.
Flood

What to do in case of a flood

Principal:

1. If you are experiencing flooding problems, which may affect your school site, contact the District Office.

2. Establish a Command Post and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to KTMS 990 AM for EBS.

3. If flooding is imminent, Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Team (Section 4) and the Logistics Section to begin sandbagging and other property protection measures as required.

4. Determine from the District and local authorities if the school is being evacuated or closed. If so, activate the Student Release Team (Section 4) to begin the student release process.

5. Activate other Incident Command System functions as required to support your actions.

Teachers:

1. Keep students indoors until it is determined to be safe.

2. Prepare to evacuate students. Evacuate students to pre-designated Assembly Area if an evacuation is ordered.

3. Take roll and document absent and/or missing students on class attendance sheet.

4. Prepare to release students to the Student Release Team. Note: Do not release any students until you have completed the Student Accounting Form. Prepare to release individual students according to the student release procedures.
# Medical Emergency

*What to do in case of a medical emergency*

### All Personnel:

1. If the situation is life threatening, dial 9-1-1.
2. Report medical emergencies to the School Principal.
3. Await instructions.

### Principal:

1. Ensure that 9-1-1 has been called and report the medical emergency to the District Office.
2. Provide emergency First Aid. Utilize the school nurse if available. Activate the Medical Team if there are multiple casualties.
3. Direct responding emergency personnel to the victim(s).
4. Isolate staff and student from the victim(s).
Nuclear Attack

What to do in case of a nuclear attack

This plan is designed to provide direction in the unlikely event a nuclear weapon detonates away from the City. The blast effect is assumed to not threaten the City. The hazard of such an incident is the associated radioactive fallout. (Note: Due to Electromagnetic Pulse, electronic and communication equipment may fail).

Principal:

1. Establish and maintain communication with the District’s Emergency Operation Center (EOC). Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section and Facilities Team.

2. Direct the Facilities Team to begin locating food and water.

3. Direct the Facilities Team to begin protecting each building containing people for nuclear fallout. Any object placed between the fallout and people can help to reduce exposure.

4. Direct that all heating-ventilation and cooling units be shut down.

5. Direct teachers to keep students on the interior walls of each building.

6. Keep all staff and students indoors until it is determined by the Ventura County Health Department that it is safe.

7. Maintain communication with the District Emergency Operations Center to receive updates. Tune to the Emergency Alert System (EAS) at KTMS 990 AM to receive updates.

8. Upon receiving the "all clear," activate the Student Release Team.

9. Activate Incident Command System teams as required to accomplish necessary functions.

Teachers:

1. Keep students on the interior walls of the classroom.

2. Keep students indoors until it is safe to leave. Refer to the Hazardous Materials Incident Section for more information.
3. Take roll and document absent and/or missing students on class attendance sheet.

5. Upon receiving the "all clear," prepare to release students to the Student Release Team.
## Riot/Civil Disorder

*What to do in case of a riot or civil disorder*

<table>
<thead>
<tr>
<th>All Personnel:</th>
<th>If disturbance is off campus, as much as possible, remain in your work area and maintain your normal work routine.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Wait for further instructions indicating if campus is in a lockdown situation.</td>
</tr>
<tr>
<td></td>
<td>➢ “Teachers, we are initiating a school lockdown. This is not a drill.”</td>
</tr>
<tr>
<td></td>
<td>2. Once the campus is secure you will hear; “The school lockdown is over. This is not a drill.”</td>
</tr>
<tr>
<td></td>
<td>If rioters enter your area:</td>
</tr>
<tr>
<td></td>
<td>1. Initiate lockdown procedures</td>
</tr>
<tr>
<td></td>
<td>2. Remain calm and lock all doors and close window blinds.</td>
</tr>
<tr>
<td></td>
<td>3. Avoid window areas if possible.</td>
</tr>
<tr>
<td></td>
<td>4. Do not leave your building or work area unless you feel you are in imminent danger.</td>
</tr>
<tr>
<td></td>
<td>5. If you do leave the building, avoid any interaction with rioters.</td>
</tr>
<tr>
<td></td>
<td>6. Await further instructions.</td>
</tr>
</tbody>
</table>

| Principal: | 1. Direct a lockdown of the campus if you believe the situation warrants. |
|           | 2. Consult with the Police Department and the District to coordinate appropriate protection for the school and its personnel. |
|           | 3. Establish a Command Post |
|           | 4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system. |
|           | 5. Minimum Incident Command System Activation Recommended: Operations Section and Hazard Control Team to staff the Security Team. |
|           | 6. Do not permit staff or student to leave the school until you have |
determined it to be safe.

7. Direct the careful screening of all persons entering the school facility.

8. If appropriate, use the public address system.
Severe Windstorm

**Principal:**

1. If you are experiencing high winds, which may affect your school site, contact the District Office.

2. Establish a Command Post and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to KTMS 990 AM for EBS.

3. Minimum Incident Command System Activation recommended: Operations Section and the Hazard Control Team (Section 4).

4. Determine from the District and local authorities if staff and students should be moved to the interior core area of the building away from outside windows and doors.

5. Activate other Incident Command System functions as required to support your actions.

**All Personnel:**

1. Keep students indoors and away from windows and doors.

2. Close all windows and blinds and avoid building locations that have large roof areas or spans.

3. Avoid all areas that have large concentrations of electrical equipment or power cables.

4. Follow instructions provided by Principal or emergency response agencies.

5. Report and injuries to your supervisor.
Suspicious Mail/Packages

Indicators: Suspicious Mail is mail that…

➢ is unexpected or from an unfamiliar source.
➢ has excessive postage.
➢ is addressed to someone who no longer works at the school.
➢ is addressed to a current employee but with the wrong title.
➢ contains several misspelled words on the envelope.
➢ marked with restrictive endorsements such as “Personal” or “Confidential”.
➢ has no return address or an address that cannot be verified.
➢ mail that is from a foreign country.
➢ shows a city or state in the postmark that doesn’t match the return address.
➢ is lopsided, oddly shaped, or has an unusual weight, given its size.
➢ has protruding wires, strange odors or stains.
➢ has powdery substance on the outside.
➢ has an unusual amount of tape on it.
➢ is ticking or making unusual sounds.

Discovering Party: 1. Do not try to open the package or envelope.
2. Do not sniff, taste, or shake the package.
3. Isolate the package.
4. If powder is spilled from an envelope or package, do not try to clean up the powder.
5. Cover the spilled contents immediately with anything (clothing, paper, trash can) and do not remove this cover.
6. Evacuate the immediate area and close the door.
7. Notify the Principal.

**Suspicious Mail Packages (continued)**

<table>
<thead>
<tr>
<th><strong>All Personnel:</strong></th>
<th>1. When informed of suspicious mail or packages do not panic, spread rumors or communicate unverified information.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Remain away from any isolated area and follow instructions from the Principal or emergency response agencies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Principal:</strong></th>
<th>1. Visually inspect mail or package (except if powder has reportedly come from package). Never touch suspicious mail or packages.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Make assessment of the suspicious nature of the mail or package and contact 9-1-1 if deemed suspicious.</td>
</tr>
<tr>
<td></td>
<td>3. If powder spilled from the package, ensure that the area is isolated and ensure that all personnel that have had contact with the package have washed their hands and removed contaminated clothing.</td>
</tr>
<tr>
<td></td>
<td>5. Activate the Incident Command System and await the arrival of emergency response agencies.</td>
</tr>
</tbody>
</table>
Suspicious Person or Criminal Activity on Campus (Lockdown)

Unfamiliar teenagers or adults on campus are a familiar occurrence. This checklist is designed to address unknown individuals who are exhibiting suspicious or potentially threatening behavior or obvious criminal activity.

**Discovering Party:**

1. Notify office of unfamiliar individual and report their location and behavior.
2. If the individual appears dangerous or is involved in criminal activity, avoid contact and move to a safe location.

**All Personnel:**

1. When informed of a suspicious individual or activity on campus, the words “We are initiating a school lockdown. This is not a drill” will be used. Initiate lockdown procedures and await further instructions.
2. No staff or students will be permitted to leave the school until it is safe. During lockdown, communicate any suspicious activities or noises to the office. This information may be useful to authorities. Once it has been determined it is safe, an administrator or policeman will come.
3. Remain calm, lock all doors, turn off lights, and close window blinds.
4. Make sure anybody trying to look into the class can’t see anyone.
5. Do not leave your classroom or work area.
6. Await further instructions.
7. If the intruder enters your area:
   - Do not provoke an incident
   - Remain calm and do not get involved. Leave or avoid the area.

Continued...
Suspicious Person or Criminal Activity on Campus (continued)

Principal:

1. If you believe it is safe, approach the individual and assess the individual’s business. (You should be accompanied by another adult staff member, if at all possible). Explain the school visitor policy.

2. If suspicious or criminal activity has been reported immediately dial 9-1-1 and contact the District Office.

3. Consult with the Police Department and the District to coordinate appropriate protection for the school and its personnel.

4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system and direct a lockdown of the campus.

5. Activate the Incident Command System and attempt to monitor the situation without putting staff in jeopardy. Await the authorities.

6. Do not permit staff or students to leave the school until you have determined it to be safe.

7. As appropriate, use the public address system to end the school lockdown.
Utility Failure

*What to do in case of a utility failure*

**Principal:**
1. Assess if utility failure presents a threat to safety, if so contact 9-1-1 immediately.
2. Notify District Office and District Maintenance Department.
3. Contact the appropriate utility company if directed.
   - PG & E (800) 743-5002
   - Southern California Gas Company (800) 427-2200

**Teachers:**
1. Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school. If so, activate the Incident Command System Hazard Control Team to isolate the area.
2. Determine if an evacuation of classrooms is necessary.
3. Open window shades and use emergency flashlights as necessary.
4. Prepare to relocate your class to your pre-designated Assembly area.
Section V

Site-Specific
Emergency Operations
SITE EMERGENCY OPERATIONS CENTER (SEOC)

The Site Emergency Operations Center (SEOC) is located at the individual school site and shall be activated to coordinate all of the information necessary to determine the overall status of the school and to assist in reporting the findings to the District’s Emergency Operations Center (EOC). The SEOC shall be staffed by school site personnel with the responsibility to manage any disaster which may affect it. The overall site will be coordinated by the site’s Emergency Coordinator (EC) which will in all likelihood be the Principal (or designee).

The Emergency Coordinator (EC) for the site shall activate the Site Emergency Operations Center (SEOC) to coordinate personnel assignments as well as to provide information on the site to the District’s. The SEOC shall have a Master Set of keys. Upon activation, the EC shall ensure that the SEOC has been staffed at a minimum as follows:

<table>
<thead>
<tr>
<th>Emergency Role</th>
<th>Emergency Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Coordinator</td>
<td>Runs the emergency operations at the site.</td>
</tr>
<tr>
<td>Secretary/Record keeper</td>
<td>Take notes and accumulates data on work completed throughout event (record-keeper)</td>
</tr>
<tr>
<td>Team Leaders</td>
<td>Run the following: Search and Rescue; Communication, Medical Team, Utilities, Food/Water Supplies, Student/Staff Accounting</td>
</tr>
<tr>
<td>Others</td>
<td>May include maintenance staff, community volunteers, etc.</td>
</tr>
</tbody>
</table>

Other site staff members shall be part of the various teams outlined here to assist in: a) defining the scope of the problem(s) at the site; b) reviewing the utilities; c) providing first-aid and search and rescue assistance; d) and management and release of students and staff, as well as other necessary activities.

All site staff has been provided with individual checklists which outline their involvement in the process to ensure effectiveness in our program. Appendix D includes General Checklist for Staff, Emergency Coordinator Checklist, Logistics Section Chief Checklist, Personnel Accounting Team Checklist, Assembly/Shelter Team Checklist, Food Service Team Checklist, Release Team Checklist, First Aid Team Checklist, Utilities/Security Team Checklist.

Procedure to allow Public Agencies to use School Buildings during Disasters
Refer to the attached school maps for school assembly areas. Public agencies will coordinate with Mike Biron, the Solvang School Maintenance and Operations Manager, to find the proper location needed according to the disaster. The available locations are the assembly areas, school.
gym, and the school cafeteria.
In the event that the emergency requires an off campus evacuation of the school personnel, including school staff members, students, and any present parents or volunteers, the location of the evacuation will be the big lawn in front of the Santa Ines Mission, 1760 Mission Dr. Solvang, CA. 93464.

Adaptations for Pupils with Disabilities
The Solvang School is fully compliant with the American Disabled Act (ADA). And all the special education students are accompanied, at all times, by an aide, which in case of an emergency, is trained to properly respond to the situation.
COMMUNICATIONS

Emergency Situations Occurring Outside of Regular School Hours

1. For emergencies involving students or staff, notify the following persons in order:
   - Steve Seaford, Superintendent
   - Pam Rennick, Principal
   - Emily Pakulski, Executive Assistant/HR Manager
   - See Attached List, Staff

2. For emergencies involving property, notify the following persons in order:
   - Mike Biron, Maintenance Manager
   - Steve Seaford, Superintendent
   - Pam Rennick, Principal
   - See Attached List, Staff

Emergency Situations Occurring During Regular School Hours

1. Staff will be notified of emergency situations during regular school hours via the intercom loudspeaker system.

2. In the event that the loudspeaker system is inoperable, the following telephone tree system will be used:

   SEE ATTACHMENT: STAFF PHONE CONTACT LIST
## PERSONNEL ASSIGNMENTS
Solvang School District Upper & Lower Campuses

<table>
<thead>
<tr>
<th>Emergency Task</th>
<th>Title</th>
<th>Relief Back-Up</th>
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</thead>
<tbody>
<tr>
<td>Emergency Coordinators</td>
<td>Steve Seaford, Superintendent</td>
<td>Emily Pakulski, Executive Asst.</td>
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<tr>
<td></td>
<td>Pam Rennick, Principal</td>
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<tr>
<td>Secretary/Record keeper</td>
<td>Yesenia Alvarado, School Secretary</td>
<td>Liliana Garcia, Office Assistant</td>
</tr>
<tr>
<td>Search &amp; Rescue Team</td>
<td>Mike Biron, IT Specialist/Maintenance Mgr</td>
<td>Mike Hanly, Teacher</td>
</tr>
<tr>
<td>Utilities Team</td>
<td>Mike Biron, IT Specialist/Maintenance Mgr</td>
<td>Nacho Martinez, Maintenance</td>
</tr>
<tr>
<td>Student/Staff Accounting Team</td>
<td>Liliana Garcia, Office Clerk;</td>
<td>Gretchen Haws, Office Assistant</td>
</tr>
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<td></td>
<td>Norma Flores, UC Office Clerk</td>
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<tr>
<td>Student Release Team</td>
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<td></td>
<td>Liliana Garcia, Office Clerk</td>
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<tr>
<td>First-Aid Team and Morgue</td>
<td>School Nurse on duty</td>
<td>Bruce Pedersen, Teacher</td>
</tr>
</tbody>
</table>
EMERGENCY FUNCTIONS

All Staff

All site staff shall supervise students during and after an emergency or disaster, maintain order, and keep students calm, quiet and together during the emergency period. Staff shall make sure that all students in their charge are accounted for and in one location. If necessary, because of another assignment, a staff member may need to turn the class list and emergency cards over to the staff member’s designated buddy who will supervise students while the staff member performs other emergency related tasks.

A copy of General Checklist for Staff is included in Appendix C.

Emergency Coordinator

The Site Emergency Coordinator (EC) is the school principal or designee. The EC has the responsibility of setting up and coordinating the sites efforts in identifying and dealing with disaster issues which may occur. The Emergency Coordinator Checklist is included in Appendix C.

The EC is responsible for assessing the type and scope of emergency to determine all building safety hazards and to designate safe shelter areas. The EC must periodically assess the situation and direct the Incident Command Team accordingly. The EC is responsible for determining the need for, and requesting, outside assistance. The EC periodically communicates with the Superintendent to keep the Superintendent apprised of the situation status, as well as to coordinate resource allocation, press releases, and action plan items. The Site Action Plan (Form E) is included in Appendix D. A copy of Emergency Coordinator Checklist is included in Appendix C.

Secretary/Record keeper

The Secretary/Record keeper is responsible for taking notes and accumulating data on the activities which take place during, and after the disaster through the Site Emergency Operations Center (SEOC). This information is a permanent record to be kept on file which reflects the
work done by all of the ECC members and would be used during the critique to be done well after the event is closed.

The Secretary/Record keeper maintains a log of all persons entering or leaving the ECC. A copy of the *Site Check-In Log (Form F)* is included in Appendix D.

After disaster event has ended, the Secretary/Record keeper is responsible for collecting all forms used by all ECC staff members at the site and accumulates a file for these items at the site. As necessary, complete a type written record of all the events which occurred for clarity and better understanding. The Secretary/Record keeper retains all original notes and documents as they are legal records.

**Student/Staff Accounting Team**

This Team has a Leader who is responsible for obtaining a complete list from all site staff on their personnel/student accountability forms (*Student/Staff Accountability Form (Form I)* is included in Appendix D). Once this information is collected, it is provided immediately to the site Emergency Coordinator (EC).

The Personnel Accounting Team Leader notifies site staff how and when students will be released. All records of releases shall be kept by this Team’s Leader and provided to the Secretary/Record keeper at the close of the disaster. The Personnel Accounting Team does not directly release students to parents. This is handled by the Student Release Team.

A copy of *Student/Staff Accounting Team Checklist* is included in Appendix C.

**Logistics Section Chief**

The Logistics Section Chief is responsible for supplies. The Logistics Section Chief provide, maintain and control equipment, supplies, facilities and commercial services required by incident. The Logistic Section Chief directs the opening of the disaster storage container and handles all incoming requests for supplies or support.

The Logistics Section supports the activation of sanitation area, command post, shelter area, staff rest area, assembly area, student release gate, morgue, and treatment area. The Logistics Section Chief also coordinates and processes requests for additional resources with District Logistics Section Manager.

A copy of *Logistics Team Checklist* is included in Appendix C.
Student Release Team

The Student Release Team performs and implements the safe release of personnel, students to their parents, relatives or others identified with carrying out that function. The release of students and staff is done in coordination and under the approval of the Emergency Coordinator.

The Student Release Team Leader shall ensure that releases are only done within the guidelines set forth by the District and that all students released have been accounted for through the sign-out process. The Student Release Team Leader shall ensure, as possible, that the release of students is done in an orderly manner.

The Student Release Team shall use the Student Emergency Release Form (Form H) and shall keep a log of all releases on the Release Log (Form G). A copy of Release Team Checklist is included in Appendix C.

Search and Rescue Team

The Search and Rescue Team is responsible for searching the facilities for injured, controlling small fires, performing light rescue, shutting-off utilities as necessary, administering basic first aid, and controlling site security. A copy of Search and Rescue Team Checklist is included in Appendix C.

The Search and Rescue team will provide information on its findings to the Site Emergency Operations Center as soon as possible to assist in identifying areas where further assistance is required. Any additional equipment or documents are obtained from the Emergency Coordinator and/or the emergency container.

In addition to conduct classroom searches, the Search and Rescue Team is also responsible for controlling small fires by use of hand extinguishers. In the event of a large fire, the Search and Rescue Team should not attempt to fight the fire, and should evacuate the building immediately.

First-Aid Team & Morgue Checklist

The First-Aid Team is composed of the school nurse, health clerk, and other designated staff. The First-Aid Team is responsible for identifying the injured and providing a location for injured to be treated. The First Aid Team administers basic first-aid and logs all injuries and injured on
the Injury/Information Reporting Form (Form J). A copy of First-Aid Team Checklist is included in Appendix C.

If First-Aid care is performed on a student, the First Aid Team completes the Notice of First Aid Care (Form K).

The First-Aid Team also is responsible for handling fatalities and establishing a morgue. The First-Aid Team reports to the Incident Commander using the Injury/Information Reporting Form (Form J).

1. Mortality Management Guidelines
   These guidelines apply to the DEOC Commander, Operations Chief, Safety Officer, and Search & Rescue Team, as well as the First-Aid Team.

   Responsibilities: After pronouncement or determination of death:
   ● Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
   ● Attach tag to body with the following information
     o Date and time found
     o Exact location where found
     o Name of decedent, if known
     o If identified – how, when, by whom
     o Name of person filling out tag
   ● Place body in plastic bag(s) and tape securely to prevent unwrapping, or, if available, place body in body bag and secure to prevent unwrapping.
   ● Securely attach a second tag with the same information as above to the outside of the bag.
   ● Place any additional personal belongings found in a separate container and label as above. Do not attach to the body – store separately.
   ● Move the properly tagged body with its personal effects to the designated morgue area.
   ● Consider:
     o Tile, concrete, or other cool floor surface (cover flooring with plastic to protect the surface.
     o Accessibility for vehicles.
     o Remote from Emergency Assembly Area.
     o Do not use school refrigerators or freezers.
   ● As soon as possible, notify the police of the location and, if known, the identity of the body. They will notify the coroner.
Keep accurate records and make available to police/coroner when requested.
● Keep unauthorized persons out of morgue.

NOTE: In most instances of death, the body will be trapped under rubble and should be left in place until the coroner or other authorized responder comes on the scene. Follow the guidelines regarding date, time, location, identity, and other pertinent information/circumstances. Most likely, the only bodies that will be in a morgue area will be persons who died while at the Medical/First Aid Station.

Food Service Team

The responsibility of the Food Service Team is to determine the feeding and water needs of student and staff and to set up cooking facilities as required. The Food Service Team coordinates the District’s Logistics Section. A copy of Food Service Checklist is included in Appendix C.

Security Team

The Security Team is responsible for ensuring the safety and security of all school staff and students. The Security Team reports to the Emergency Coordinator and coordinates with local law enforcement, fire and rescue personnel. The Logistics Team will provide any supplies or equipment needed.

If directed to do so, the Security Team will lock gates and major external doors. The Security Team will verify that campus is locked down and report same to Command Post. A copy of Security Team Checklist is included in Appendix C.

Utilities/Facilities Team

The Utilities/Facilities Team is responsible for complete shut-off or shut-down of site utilities (electric, water and gas) as necessary.

Utility Team Leader shall assign staff to the various utilities to be inspected and as necessary they will be shut-down or shut-off. The utility locations are shown on the next page.
### Summary of Utility Locations

#### LOWER CAMPUS - LOCATION OF MAIN ELECTRICAL SWITCHES

<table>
<thead>
<tr>
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### Shutting off Utilities – Electricity

1. **Shutting off Utilities – Electricity**

Board Approved
February 2019

Comprehensive Safety Plan
Page 82
A serious injury may occur if proper procedures are not followed when shutting off the main electrical service at the marked panel box (turning off power to the entire site). It may be that the power supply into the site was interrupted by either a line breakage or automatic cut off by the Electric Company. *Never shut off electricity unless you are properly trained and authorized to do so by the Principal* (or designee) in an emergency. However, if it becomes necessary for site personnel to shut off the main power supply to the site, please follow these instructions:

a. **NEVER SHUT OFF THE MAIN SWITCH OR CIRCUIT BREAKER FIRST - EVEN IN AN EMERGENCY**

b. Begin the electrical shutdown by turning off the sectional switches or branch circuit breakers first (these would be the smallest switches or circuit breakers in size)

c. Progressively shut off electrical switches and circuit breakers as they either increase in physical size or as they decrease in distance from the main switch or breaker panel. Keep track by writing down the order in which the switches or circuit breakers were turned off.

d. It may be that the main circuit breaker panel may have numbers along the side or beneath each circuit breaker. Usually the main breaker will be marked #1 and the handle will be the largest in size. Secondary breakers will be marked #2 and so on and the handles and switches will be smaller than the #1 switch.

e. Electrical service should be turned on in reverse order, starting with the main switch or circuit breaker. The same situation applies if switches (levers) are installed on the main panel instead of circuit breakers.

If these procedures are not followed, a severe electrical flash may result, causing blindness or an electrical explosion may occur, causing extremely severe physical injury or even death.

**** A COPY OF A SITE MAP SHOWING THE LOCATION OF THE ELECTRICAL SWITCHES AND BREAKERS ALONG WITH THE PATTERN TO USE IN TURNING THE ELECTRICAL SYSTEM OFF AND BACK ON IS ATTACHED

Personnel responsible for shutting off the electricity is: Mike Biron

2. **Shutting Off Utilities – Gas**
Since leaking natural gas can cause a fire or contribute to its growth, the hazard of fire is of primary concern to the site. Never shut off Gas unless you are properly trained and authorized to do so by the Principal. The main gas supply must be shut off as quickly as possible ONLY IF YOU SMELL GAS. If you do not smell gas, leave the valve alone. The exact location(s) of all gas shut off valves at the site are noted under paragraph 1 above.

The gas wrench is located: Next to the gas valve

Personnel responsible for shutting off main gas supply valve and other on-site gas valves:
Mike Biron

Never turn gas valves back on, wait for the arrival of local Gas Company staff to turn on such systems to ensure they are working properly.

3. Shutting Off Utilities – Water

After a disaster strikes, it may be necessary to conserve on-site water or to cut off the flow to broken water pipelines located on the site. Never shut off Water unless you are properly trained and authorized to do so by the Principal. The major source of drinking water will be found in the sites emergency water supply containers which will be utilized by the Principal as necessary.

In addition, another source of water can be the hot water tank located at the site. It is important to know the location of the water shut off and to be able to quickly shut off the supply so the water in the hot water tank is not siphoned back into the city water mains which will likely be ruptured and contaminated.

The exact location(s) of all water shut off valves at the site are shown in chart in paragraph 1 above.

Personnel responsible for shutting off the main gas supply valve and other on-site gas valves:
Mike Biron
Section VI

Discipline and Dress Code
Revised Dress Code – Lower and Upper Campuses

The intent of this policy is to create a school environment that does not distract or interfere with the learning process and ensures the safety of all. Final decisions as to whether student dress or grooming is disruptive or distracting shall be made by the principal or designee.

Students who are not in compliance with the dress code will have their parents contacted to bring appropriate clothing. The school may also be able to provide alternative, clean clothing for the student to wear. Continued non-compliance with the dress code will be considered defiant behavior and student will receive progressively severe consequences.

Clothing:
• All clothing must be modest and appropriate for school wear.
• Must be free of inappropriate and offensive wording and/or images.
• Must be free of any logos, pictures or mention of alcohol, cigarettes, and/or drugs.
• Must not show skin in the midriff area (stomach, waist, back).
• Must cover all undergarments at all times.

Hair:
• Hair must not distract from the learning process.

Shoes:
• Slippers and open-toe shoes are not allowed. Shoes must also have a back on them to prevent shoes from flying off.
• Low-heeled shoes, such as athletic shoes, must be worn during Physical Education.

Headwear:
• Hats are allowed to be worn outside for the purpose of protection from the sun or the rain. Hoods are not to be worn at all, except to protect students from rain while outside.
• Sunglasses are not to be worn on campus at any time unless they are necessary for eye protection from the sun. They must be a prescription pair and a copy of the prescription or signed doctor’s note must be on file in the office.
The district reserves the right to declare unacceptable any item of clothing, printing, or accessory.

**DISCIPLINE POLICIES AND PROCEDURES**

The policies and procedures outlined in this document are to ensure that students attending Solvang School are focused on learning. Students and adults are expected to be respectful and courteous to all adults and fellow students. Disruptions to the educational process are not acceptable.

Solvang School has adopted the respected national program “Character Counts,” to promote positive behavior on our campus at all times from students, staff and all other adults. This program is centered on six ethical values:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

A major component of the program is positive reinforcement for the vast majority of the students who, on a daily basis, meet the behavior expectations set for them.

Administration has the right to prohibit any student from attending any school activity for any reason at any time.

**Classroom and Campus Conduct**

Every privilege a student has at school implies an acceptance of responsibility by the student. All students are expected to be respectful and well-mannered during the time they are on campus. If a student remains in a classroom during recess, noontime or PE, the student must be under the direct supervision of a teacher.

Each teacher has his or her individual classroom rules which students are expected to follow.

All students are expected to comply with the following rules:

- Students will respect themselves as well as the rights and property of everyone at Solvang School.
● Students will not chew gum at any time while on campus.
● Eating while class is in session is prohibited.
● No skateboards, scooters, or roller shoes are allowed on campus at any time.
● Cell phones are not allowed to be used on campus. They must be turned off at all times and in the student’s backpack. They may only be used after school, off campus, on the sidewalk.
● Radios, disk players, iPod, tape recorders, video cameras, and any other electronic devices are not allowed on campus, on the bus, at any school-sponsored activity, or while under supervision and control of school district employees. Specific permission for use of an electronic signaling device will be granted if determined by a licensed physician and surgeon to be essential for the health of the student. Use of such device is limited to purposes related to the health of the student. (Education Code 48901.5.)
● No guns, knives, or other weapons: The possession of any weapon on campus is grounds for immediate expulsion. A one-year mandatory expulsion will be given to any student who possesses a firearm or brandishes a knife at another person at school or at a school activity. In compliance with the Improving America’s Schools Act, any student who brings a firearm to school will be referred to the criminal justice or juvenile delinquency system.
● No tobacco, alcohol, drugs, or drug paraphernalia: The possession, use, or being under the influence of any of these substances is against the state law and will not be tolerated on the school campuses. This will result in an automatic suspension and possible expulsion.
● No fighting or physical and verbal intimidation: Students who are involved in a fight or physically or verbally intimidate another student will automatically be suspended from school or have a loss of privileges. Continued fighting will result in further suspension, loss of privileges and possible expulsion.
● No bullying: Physical, verbal, written or other means of harassment, sexual harassment, threats, intimidation, cyber-bullying, causing bodily harm or injury to or committing hate violence against any student or school personnel.
● No cyber-bullying: Including the transmission of harassing communications, direct threats or other harmful texts, sounds or images on the internet, social media or other technologies such as 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.
● Closed Campus: Students are expected to remain on the school grounds from the time of arrival at school until they are dismissed at the end of the day.
● Defacement of school property or damage to school, student or faculty property is unacceptable: State Education Code 48909 states that "any pupil who willfully cuts, defaces, or otherwise injures, in any way, any property is liable for all damages, public or
private, caused by the pupil." This will result in an automatic suspension and possible expulsion.

- Buses: Bus transportation is a privilege and not a right. Proper conduct on buses at all times is essential for the safety of all passengers.
- Litter: Students are responsible for using trashcans for all trash.
- Acceptable Behavior of Students: Students are expected to be respectful of all school employees at all times, on and off campus.

**Bullying**
Definition: Bullying is defined in the California Ed. Code as physical, verbal, written or other means of harassment, sexual harassment, threats, intimidation, cyber-bullying, causing bodily harm or injury to or committing hate violence against any student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats or other harmful texts, sounds or images on the internet, social media or other technologies such as 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.

Prevention:

The best way to deal with bullying is prevention.

All students and staff should work together to create a positive and collaborative school climate. Staff and students alike can take the following steps to prevent bullying on all parts of the Solvang School Campus, during school and at all school sanctioned functions:

- Be friendly, kind and courteous in all actions and interactions
- Work to know each other personally
- Demonstrate through our actions that we are worthy of mutual trust
- Have the courage to speak out when any student or staff member is anything other than courteous, kind and friendly in words or in actions
- Be a positive role model – demonstrate through your actions that you are committed to a positive and welcoming culture for all students and staff at Solvang
- Be friendly with everyone – this is easy to do with your personal friends, but a truly positive culture requires all of us to be kind, courteous and friendly even with those we may not be friends with or even have an interest in becoming friends
- All staff should periodically review the definition of bullying and remind students of these
steps to prevent bullying – this should particularly happen if bullying occurs and students need to be reminded of how to prevent bullying behavior as well as acting in a positive manner

• Solvang School will provide students with appropriate instruction that promotes effective communication, conflict resolution skills and strategies and positive social skills, including but not limited to respect for cultural and individual differences and appropriate positive behavior

• Be alert for any signs of bullying as outlined above in the definition of bullying and report any bullying behaviors immediately to a responsible adult

Recognition:
It is the responsibility of all students and staff to be vigilant concerning bullying behaviors.

Actions Upon Recognition:

Should any bullying behaviors, as outlined above, be noted or observed by any student or staff member, the following actions should be taken immediately:

• Students are encouraged to notify school staff when they are being bullied or suspect that another student is being bullied

• Students may submit an anonymous note to a staff member concerning bullying

• School staff who witness bullying shall immediately intervene to stop the incident and will then write up and report this incident to school administration

• As appropriate, school administration may notify parents/guardians of victims and perpetrators. They may also notify and involve counselors, mental health professionals or law enforcement

Appropriate Disciplinary Actions:

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion in accordance with district policies and procedures.

Consequences
The Board of Education, administration, and staff are committed to treating students fairly if and when they fail to follow the guidelines established in order to maintain a safe learning environment at school. The following consequences will be enforced equitably by staff. We
recognize that certain actions require the judgment of the adult in charge. At times consequences may be amended as deemed necessary. Parents have a role in this process. It is hoped that parents will support school personnel and that school personnel will communicate in an open and timely manner when necessary.

**Program Suspension**
A student placed on Program Suspension will be ineligible to participate in all extra-curricular activities for the remainder of the current trimester or for two-weeks if the trimester ends before that time. Extra-curricular activities include, but are not limited to, all school field trips and assemblies.

A child who is on Program Suspension and is in an ongoing extra-curricular activity, such as a school sport or theatrical production, will be placed on a two-week suspension of that activity, regardless of trimester ending date.

**Release of student to a Peace Officer**
If a school official releases a student from school to a peace officer for the purpose of removing him/her from the school premises, the school official shall take immediate steps to notify a parent/guardian or a responsible relative of the student, except when a student has been taken into custody as a victim of suspected child abuse. In those cases, the peace officer will notify the parent or guardian.

**In-House Detention**
Students may be assigned In-House Detention for disciplinary or other purposes for a period of one school day. In the detaining of a student, the parent or guardian shall be notified in advance of the detention.

**Procedures to Notify teachers about Dangerous Pupils**
Teacher will be notified in person about any student who has been reported to have engaged in violent or dangerous behavior. Said student's records may be made available for review for the teacher.

**Assessing the Current Status of Crime committed on school campuses and at school related functions.**
There have been no reports of serious crimes on Solvang School campuses in the past three years. There have been a handful of minor property crimes over the same period of time.
Child Abuse Reporting Procedures
Consistent with Articles 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

Upper Campus Office Clerk can assist with student information if needed.

1. Complete Written Report
   Obtain a form from the Principal’s Office (Upper Campus Room #1), or access the form online: http://ag.ca.gov/childabuse/pdf/ss_8572.pdf
2. Phone in Report to CPS: 1-800-367-0166
3. After Phone Call, Fax Report: 805-346-7418
4. Notify Principal as soon as possible in the process. Do NOT delay reporting if Principal is not readily available.
5. Turn in written report to Principal for retention.

Student Search
The school principal or designee may search the person of a student (including backpack, purse, bag, etc.) if there is a reasonable suspicion to believe the student may have a concealed weapon, narcotics, stolen property, or contraband.

Suspension and Expulsion
A suspension is the removal of a pupil from a regular classroom in the school program for adjustment purpose within the limitations as described in Section 48900 of the Education Code.

A student may be suspended or expelled if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the superintendent or principal or within any other school district, including but not limited to circumstances outlined in Education Code 48900.

Expulsion means the removal of the student from (1) the immediate supervision and control, or (2) the general supervision of school personnel. The superintendent, principal or designee shall recommend that the Board expel a student found at school or at a school activity to be violating any of the behaviors including, but not limited to, those outlined in the Education Codes 48900-489015 and Health and Safety Codes 11053-11058.

If a student is expelled, the student/guardian may appeal within 30 days to the County Board of Education. During the period of expulsion, the student is not to be physically present at any Solvang School District school or any school-related activities without written consent of the principal or designee.
**Parent Responsibility**

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children which result in death or injury to other students, school personnel, or school property. Parents are also liable for any school property loaned to the student and willfully not returned. The school district may withhold the grades, certificate of promotion, or transcripts of the student responsible until such damages are paid or the property returned.

If a student commits an obscene act or engages in habitual profanity or vulgarity, disrupts school activities or otherwise willfully defies the authority of school personnel, and is suspended for such misconduct, a parent/guardian may be required to attend a portion of a school day in their child’s classroom.

**SEXUAL HARASSMENT**

Legal Authority: Ed. Code (EC) Sections 48980 and 212.6

It is the policy of the Solvang School District Board of Trustees that all persons, regardless of their sex, be afforded equal rights and opportunities and enjoys freedom from discrimination of any kind in our educational programs and settings. Furthermore, the Solvang School District Board of Trustees’ policy prohibits unlawful sexual harassment of or by any student by anyone in or from the District. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the District may be subject to disciplinary up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to report immediately incidents of sexual harassment to the principal or designee or to another district administrator. Any student who feels that he/she is being harassed should immediately contact the principal or designee or another district administrator in order to obtain a copy of the Uniform complaint Procedures.

The District prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

1. Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual or physical conduct of a sexual nature when: (Education Code 212.5)
   a. “Submission to the conduct is explicitly or implicitly made a term or a condition of an individual’s employment, academic status, progress, or promotion.
b. Submission to, or rejection of, the conduct by the individual is used as the basis for academic or employment decisions affecting the individual.

c. The conduct has the purpose or effect of having a negative impact on the individual’s academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.

d. Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.”

Other types of conduct which are prohibited in the District and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual’s body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual’s body or clothes in a sexual way.
8. Purposefully limiting a student’s access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. 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.

A copy of the district’s sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. (Education code §48980)
2. Be displayed in a prominent location near each school principal’s office. (Education Code 212.6)
3. Appear in any school or district publication that sets forth the school or district’s comprehensive rules, regulations, procedures and standards of conduct. (Education Code 212.6)

Employees – Any employee who has knowledge of conduct by other employees, volunteers, or individuals in the school community which may constitute sexual harassment of students are required to immediately report such conduct to any of the individuals specified in this policy. In
addition, any manager, or supervisor who is aware of conduct in violation of this policy shall immediately report such conduct to the Site Administrator.

Students – In addition to the reasons specified in EC §48900, §48900.2 specifies that a pupil may be suspended from school or recommended for expulsion if the superintendent or principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as described in EC §212.5. All recommendations and/or orders to expel shall be made pursuant to EC §48915.

   a. For purposes of this policy, the conduct described in EC §212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This policy shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

   b. Any student who feels that he or she has been the victim of sexual harassment as previously defined in this policy pursuant to the provisions of EC 212.5 shall immediately report the same to the principal or administrator of the school in which he/she is in attendance. The principal or administrator receiving the complaint shall immediately commence an investigation into the complaint. Any student who has knowledge of conduct by employees of the District, volunteers, or other individuals of the school community or students which may constitute sexual harassment as previously defined, are encouraged to immediately report such conduct to the principal or administrator of the school at which he/she is in attendance.

Note: The annual notification requirement for sexual harassment only requires that parents or guardians of minor pupils receive a copy. This is not required to be signed and/or returned.

Uniform Complaint Procedures
The District has established procedures to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs.

It is unlawful to discriminate on the basis of ethnic group identification, religion, age, sex, color, or physical or mental disability.

a. Complaints made under this procedure shall be directed to the Solvang School District superintendent.
b. You may contact the Solvang School District superintendent at (805) 688-4810, to obtain a copy of the District’s complaint procedures.
c. In addition to this procedure you have a right to:
   (1) Direct your complaint directly to the State Superintendent of Public Instruction.
   (2) Appeal to the State Superintendent of Public Instruction a complaint that has not been
resolved to your satisfaction by the school district.

d. In addition to this procedure, you may wish to:
(1) Direct a complaint to appropriate agencies for investigation.
(2) Consult with an attorney to determine if you have legal rights that may be pursued through available civil law remedies.

Complaints Regarding Discrimination and the Education of Disabled-Students

Our school district is committed to equal opportunity for all individuals in education. Our District programs and activities shall be free from discrimination based on sex, race, color, religion, national origin, lack of English skills, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The District shall promote programs which ensure that these discriminatory practices are eliminated in all District activities.

You have certain rights under the law, including Title VI of the Civil Rights Act of 1974, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Individuals with Disabilities Education Act (IDEA, formerly known as EHA). The California Department of Education and the Office For Civil Rights of the U.S. Department of Education have authority to enforce these laws and all programs and activities that receive Federal funds.

If you require further details in this regard, or wish to file a complaint, please contact the superintendent or an appropriate agency.
Appendix A

Staff Assignments
## Admin and Support Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Extension</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve Seaford</td>
<td>Superintendent</td>
<td>4454</td>
<td>LC Office</td>
</tr>
<tr>
<td>Pam Rennick</td>
<td>Principal</td>
<td>4701</td>
<td>UC Room 1</td>
</tr>
<tr>
<td>Emily Pakulski</td>
<td>Exec. Assistant/HR Mgr</td>
<td>4453</td>
<td>LC Office</td>
</tr>
<tr>
<td>Dawn Stewart</td>
<td>Business Manager</td>
<td>4737</td>
<td>Business Ofc</td>
</tr>
<tr>
<td>Sandra Tomasini</td>
<td>Accounting/Payroll Technician</td>
<td>4456</td>
<td>Business Ofc</td>
</tr>
<tr>
<td>Mike Biron</td>
<td>IT Specialist</td>
<td>4716</td>
<td>LC Upstairs</td>
</tr>
<tr>
<td>Anita Brau</td>
<td>Food Service Dir</td>
<td>4449</td>
<td>LC Office</td>
</tr>
<tr>
<td>Yesenia Alvarado</td>
<td>School Secretary</td>
<td>4440</td>
<td>LC Office</td>
</tr>
<tr>
<td>Lilly Garcia</td>
<td>Office Clerk</td>
<td>4455</td>
<td>LC Office</td>
</tr>
<tr>
<td>Norma Flores</td>
<td>Office Clerk</td>
<td>4715</td>
<td>UC Office</td>
</tr>
<tr>
<td>Paging system</td>
<td>Office can only hear you-can not respond</td>
<td>4999</td>
<td></td>
</tr>
</tbody>
</table>

## Lower Campus/TK-5th

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Extension</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee, Jennifer</td>
<td>Psychologist</td>
<td>4711</td>
<td>LC Psych Office</td>
</tr>
<tr>
<td>Blanton, Lisa</td>
<td>Music K-5</td>
<td>4447</td>
<td>L28</td>
</tr>
<tr>
<td></td>
<td>4/5 Drama</td>
<td>4717</td>
<td>L14</td>
</tr>
<tr>
<td>Day, Jasmine</td>
<td>2nd</td>
<td>4720</td>
<td>L19</td>
</tr>
<tr>
<td>Fenenga, Julene</td>
<td>3rd</td>
<td>4445</td>
<td>L26</td>
</tr>
<tr>
<td>Finsland, Ann</td>
<td>Speech</td>
<td>4712</td>
<td>L3 Foyer</td>
</tr>
<tr>
<td>Garcia, Cristina</td>
<td>1st</td>
<td>4441</td>
<td>L16</td>
</tr>
<tr>
<td>Garnica, Brook</td>
<td>1st</td>
<td>4452</td>
<td>L6</td>
</tr>
<tr>
<td>Graciano, Janeen</td>
<td>TK</td>
<td>4730</td>
<td>L17</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Extension</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td>Guillen, Claudia</td>
<td>Director EL Services</td>
<td>4726</td>
<td>L1</td>
</tr>
<tr>
<td>Hammill, Shaunna</td>
<td>2nd</td>
<td>4705</td>
<td>L7</td>
</tr>
<tr>
<td>Haws, Gretchen</td>
<td>Copy Clerk</td>
<td>4451</td>
<td>LC Workroom</td>
</tr>
<tr>
<td>Haws, Gretchen</td>
<td>Library</td>
<td>4450</td>
<td>L11</td>
</tr>
<tr>
<td>Hemming, Shiloni</td>
<td>Resource Specialist</td>
<td>4710</td>
<td>L2</td>
</tr>
<tr>
<td>Joldersma, Karis</td>
<td>4th</td>
<td>4443</td>
<td>L23</td>
</tr>
<tr>
<td>Kitchen</td>
<td>Viking Café</td>
<td>4448</td>
<td>Cafeteria</td>
</tr>
<tr>
<td>Lastra, Cheryl</td>
<td>Special Day</td>
<td>4728</td>
<td>LP18</td>
</tr>
<tr>
<td>Lovelace, Amy</td>
<td>3rd</td>
<td>4721</td>
<td>L25</td>
</tr>
<tr>
<td>Mansfield, Anne</td>
<td>4th</td>
<td>4444</td>
<td>L24</td>
</tr>
<tr>
<td>McClurg, Angela</td>
<td>RTI</td>
<td>4735</td>
<td>L9</td>
</tr>
<tr>
<td>McDonald, Kelly</td>
<td>4th</td>
<td>4707</td>
<td>L22</td>
</tr>
<tr>
<td>McVicar, Laura</td>
<td>2nd</td>
<td>4708</td>
<td>L8</td>
</tr>
<tr>
<td>Nurse-Sandy Schlags</td>
<td>Nurse</td>
<td>4723</td>
<td>LC Office</td>
</tr>
<tr>
<td>Padfield, Carrie</td>
<td>Kinder</td>
<td>4702</td>
<td>L12</td>
</tr>
<tr>
<td>Pedersen, Jennifer</td>
<td>5th</td>
<td>4725</td>
<td>LP29</td>
</tr>
<tr>
<td>Rogers, Jodi</td>
<td>3rd</td>
<td>4704</td>
<td>L27</td>
</tr>
<tr>
<td>Romero, Gracie</td>
<td>5th</td>
<td>4446</td>
<td>LP30</td>
</tr>
<tr>
<td>Santos, Maria</td>
<td>Kinder</td>
<td>4703</td>
<td>L13</td>
</tr>
<tr>
<td>Thomas, Bob</td>
<td>Resource Specialist</td>
<td>4710</td>
<td>L2</td>
</tr>
<tr>
<td>Vosburg, Candace</td>
<td>Special Day</td>
<td>4731</td>
<td>LP21</td>
</tr>
<tr>
<td>Wright, Candace</td>
<td>1/2 Combo</td>
<td>4709</td>
<td>L15</td>
</tr>
<tr>
<td>YMCA</td>
<td></td>
<td>4717</td>
<td>L14</td>
</tr>
</tbody>
</table>

**Solvang School**

**Upper Campus/Middle School**

From Outside Dial 697-extention

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Extension</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breen, Zoe</td>
<td>Language Arts</td>
<td>4714</td>
<td>U7</td>
</tr>
<tr>
<td>Campa, Lance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campa, Lance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dunkle, Erin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Espejo, Devon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairbanks, Robert</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairbanks, Robert</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BOARD APPROVED**

**FEBRUARY 2019**

Comprehensive Safety Plan
Appendix B

Maps
Lower Campus Site Map
Appendix C

Checklists
Checklists in Appendix C include:

1. **Pre-Disaster**
   - Emergency Preparedness Checklist
   - Hazard Identification Checklist

2. **Site Emergency Command Center**
   - Emergency Coordinator Checklist
   - General Checklist for Staff
   - Logistics Section Chief Checklist
   - Personnel Accounting Team Checklist
   - Assembly/Shelter Team Checklist
   - Food Service Team Checklist
   - Release Team Checklist
   - Search & Rescue Checklist
   - First Aid Team & Morgue Checklist
   - Utilities Team Checklist

For Initial Response Checklists, see Section V.
EMERGENCY PREPAREDNESS CHECKLIST

Year:_______

The following items should be verified as indicated. It is the responsibility of the Director of Maintenance & Operations to ensure verification is accomplished.

<table>
<thead>
<tr>
<th>Emergency Preparedness Tasks</th>
<th>Date Verified</th>
<th>Person Verifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maps indicating utility shut-offs are posted and entire staff have been instructed in shut-off procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Shut-off tools are available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Evacuation routes are posted in offices/work areas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A Secure facility outside of District Office has been identified for storage of backup copies of vital data such as personnel, payroll, attendance and business records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Fire extinguishers are charged.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Disaster team assignments have been made and appropriate in-services have been scheduled. (By beginning of October of each school year.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Disaster response procedures have been reviewed with all staff by October 30th.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Buddy list has been created and buddies have been instructed to become familiar with each other’s assignment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Preplanning Site Specifics segment of disaster plan has been completed and copies of all necessary plans, lists and maps have been forwarded to the Director of Maintenance &amp; Operations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Office staff knows location of emergency two-way radio and how to operate it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Emergency two-way radio was tested during first school month. (Test each month of school year.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Where applicable, emergency lights were tested periodically (at least three times per year).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. EXIT lights were checked periodically (at least three times per year).

Continued…

Emergency Preparedness Checklist (continued)

<table>
<thead>
<tr>
<th>Emergency Preparedness Tasks</th>
<th>Date Verified</th>
<th>Person Verifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. First Aid supplies and other disaster response supplies are on hand and the location is known to all staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Bulk water has been checked for exchange date. Siphon pumps and directions have been located. Water distribution method has been determined.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Disaster supplies have been checked.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Batteries have been changed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Missing supplies have been replaced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Written materials and supplies for response have been gathered and organized. Individual job descriptions and necessary forms have been put on clipboards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Emergency disaster drills with verbal and written critiques have been planned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Staff Emergency Medical Information has been updated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Identified potential hazards have been corrected by site staff or work orders have been issued.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Hazard identification inspection has been scheduled.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Emergency AM/FM radio/TV stations call numbers have been verified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. All emergency phone numbers have been verified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. All schools have been reminded to send in completed disaster assignment sheet (October 1).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. A copy of this completed form has been sent to the Director of Maintenance and Operations.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HAZARD IDENTIFICATION CHECKLIST

Year: ______

Identify Potential Earthquake Hazards in Work Areas

This checklist will help you identify common earthquake hazards that can be reduced or eliminated at little or no cost. The Hazard Inventory should be completed by each department by October 1 of each year and submitted to the Director of Facilities.

- Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?
- Are heavy objects removed from high shelves?
- Are potentially hazardous displays located away from seating areas?
- Are the TV monitors securely fastened to securely fastened platforms?
- Are the TV monitors securely attached to portable (rolling) carts with lockable wheels?
- Are computers securely fastened to desks?
- Are computers securely attached to portable (rolling) carts with lockable wheels?
- Are computer monitors securely attached to computer CPUs or desks?
- Are wall-monitored objects (clocks, pictures, etc) secured against falling?
- Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?
## Hazard Inventory

<table>
<thead>
<tr>
<th>Date: _____________________________</th>
<th>Work Area/Dept: _____________________________</th>
</tr>
</thead>
</table>

### Indicate number of:

- _____ Unsecured bookcases
- _____ Unsecured wall shelves
- _____ Free-standing cabinets
- _____ Hanging plants
- _____ Computer CPUs not secured
- _____ Computer monitors not secured
- _____ TV monitor unsecured on platform
- _____ TV monitor on wheeled cart
- _____ Classroom piano on wheels
- _____ Heavy objects on high shelves

### List other hazards identified:

___________________________________________________________________________

___________________________________________________________________________

Submitted By: ____________________________

---

### GENERAL CHECKLISTS FOR STAFF

**IMPORTANT:** Refer to *Section IV for Initial Response Checklists* which include additional responsibilities for staff based on the specific disaster and to the *Emergency Teams Checklists* (e.g., Personal Accounting Team, Assembly/Shelter Team, Food Service Team, Release Team, Logistics, Search & Rescue Team, First Aid Team, Utilities Team, etc.) on the following pages.

#### Teachers

- ☐ If required, evacuate students to an area or location designated by principal (see Disaster/Evacuation Map in room).
- ☐ Utilize your class roster to determine headcount and student status. Note all absent and unaccounted for students.
- ☐ Provide accounting of students to Student/Staff Accounting Team so they can use information for search & rescue planning.
- ☐ Utilize classroom emergency flag or ribbon set to communicate classroom situation to principal and emergency responders.
- ☐ Utilize site emergency supplies as required by situation.
- ☐ Directly maintain supervision of all students and student activities.
Perform additional emergency duties as required by the principal.

Custodian and Assistants

- Immediately survey the school for structural and utility damage.
- Utilize building fire extinguishers to control any small fires related to the emergency and assist in building evacuation if necessary.
- Report to the principal all building damage and utility status.
- Disburse emergency equipment as needed and implement emergency water use procedure.
- Maintain a log including building damage assessment and actions.

Continued…
General Checklists for Staff (continued)

School Clerical Personnel

☐ Box and mark essential school records/documents for recovery if school evacuation is required.
☐ Receive instructions from principal on what information to release to the public and respond to telephone inquires about school status etc.
☐ If required, monitor District radio and relay information to District EOC as needed.
☐ Assist the school nurse/health clerk in first aid or injured care if required.
☐ Maintain a log of all activities and messages sent or received.

School Nurse or Health Clerk

☐ Evaluate and triage all site injuries if public safety response is not immediately available. Report to principal number of site injuries, status, and needs.
☐ Arrange for transportation of seriously injured to hospitals or triage centers.
☐ Supervise other staff engaged in first aid and provide site first aid care system to include treatment and use of emergency supplies.
☐ Maintain a log of injured, status, treatment and transportation.

Continued…
General Checklists for Staff (continued)

Lunch Supervisor

☐ As possible assess damage to cafeteria and kitchen areas.
☐ Inventory and evaluate food, water and general supplies for emergency meal preparation if required. Maintain a log of all activities and meals prepared.
☐ Report to principal on cafeteria status, and number of meals which could be provided based upon current situation.
☐ Prepare cafeteria for emergency/disaster use as requested by Principal or SEOC Incident Commander.

All Other Employees

☐ Become familiar with your facility emergency plan and District emergency procedures.
☐ Meet with the principal to determine your specific responsibilities in the event of an emergency or disaster.
☐ Notify the principal of any emergency skills you possess such as first aid, fire extinguisher training, radio operation etc.
☐ If necessary, develop a specific checklist of emergency duties and tasks for your own use during an emergency or disaster.
EMERGENCY COORDINATOR CHECKLIST
(Principal or Designee)

The Emergency Coordinator (EC) has the responsibility of setting up and coordinating the sites' efforts in identifying and dealing with disaster issues which may occur. The EC shall complete the following to obtain information, identify areas of need and to report the information collected to the District EOC using the District emergency communication system.

**Initial Response**
- ☐ Assess type and scope of emergency to determine all building safety hazards and safe shelter areas through team survey. Use building checklist and/or search and rescue teams to complete.
- ☐ Activate Site Emergency Operations Center (SEOC) and coordinate personnel assignments as noted on Personnel Assignment Form
- ☐ Provide checklists and other forms to Team Leaders assigned to Search and Rescue; Communication, Security, Medical Team, Utilities team, etc.
- ☐ Direct the evacuation of school buildings in the event of a fire or after an earthquake if the building is damaged or unsafe.
- ☐ Establish communications and report to the District EOC information relative to employee, student and facility status.
- ☐ Implement site and/or District Action Plan to control hazards and protect employees, students and the facility.
- ☐ Interface with Public Safety Responders (police and/or fire) and update them on school situation and actions taken. If possible, provide them with a written damage assessment report.
- ☐ Coordinate all school emergency procedures and monitor situation by communicating with teachers, students and emergency responders.
- ☐ Arrange for student transportation through the proper SEOC communications request if the situation requires the total evacuation of the school site for safety reasons.
- ☐ Notify District EOC of any change or situation status, emergency problem or need for resources.

*Continued...*
Emergency Coordinator Checklist (continued)

Ongoing Tasks

☐ Receive reports and information back from Team Leaders. Ensure Secretary/Record keeper is provided with all documents, forms etc. generated throughout event for log-in and safekeeping.
☐ Assess information received and with Team Leaders develop an Action Plan to deal with needs identified (use attached form).
☐ Fill in Site EOC questionnaire and prepare to answer their communications call. Provide only the information requested.
☐ Reconvene the Team Leaders to update areas or concerns which may need to be reviewed again and ensure all questions or concerns have been addressed
☐ Update Site EOC information relative to employee, student and facility status.
☐ Implement and amend, as appropriate, District Action Plan to control hazards and protect employees, students and the facility.
☐ Interface with Public Safety Responders (police and/or fire) and update them on school situation and actions taken.
☐ Continue to coordinate all school emergency procedures and monitor situation by communicating with teachers, students and emergency responders.
☐ Notify District EOC of any changes or situation status, emergency problem or need for resources.

Closing Tasks

☐ Close SEOC and collect all documents, checklists, action plans and other items generated and preserve.
☐ At some time after the event meet with SEOC members to review and critique response actions to identify areas to be improved upon. Report findings to SEOC staff as well as site staff.
LOGISTICS SECTION CHIEF

The Logistics Section Chief is responsible for supplies.

Responsibilities

☐ Obtain cap and identification vest.
☐ Review all Emergency Checklist items and assign/delegate responsibility to subordinates.
☐ Obtain briefing from Emergency Coordinator.
☐ Direct the opening of the disaster storage container.
☐ Process incoming requests for support. Make sure other functional areas are involved as necessary.
☐ Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.
☐ Support the activation of sanitation area, command post, shelter area, staff rest area, assembly area, student release gate, morgue, and treatment area.
☐ Determine the extent of current and anticipated field operations and plan necessary logistical support.
☐ Provide, maintain and control equipment, supplies, facilities and commercial services required by incident.
☐ Coordinate and process requests for additional resources with District Logistics Section Manager.

Disaster Bin Supplies

<table>
<thead>
<tr>
<th>Administrative Supplies</th>
<th>Pens, pencils, markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clipboards</td>
<td></td>
</tr>
<tr>
<td>Scissors, masking tape</td>
<td>I.D. vests</td>
</tr>
<tr>
<td>Whistles</td>
<td>Bull horns</td>
</tr>
<tr>
<td>Extra radios and cell phones</td>
<td></td>
</tr>
</tbody>
</table>
Search and Rescue Bags
Each contains the following:

- First-aid supply
- Pencils, fat sharpies, large chalk
- Goggles (2), dust masks (2)
- Duct tape (2-inch)
- Flashlights (2)
- Steno pad
- Gloves (2), hard hat
- 18 inch pry bar

General Search and Rescue Equipment

- Hard hats, goggles
- Pry bars
- Batteries
- Fire ax
- Dust masks
- Flashlights
- Shovel

Hazard Control Bags
Each bag includes the following:

- Emergency response plan
- Clipboard w/ job description
- Flashlight
- Dust mask, goggles
- “Hazard Area”/”Caution” tape
- ID vest
- Pens, pencils, markers, paper
- First-aid kit
- Gloves, hard hat
- “Keep Out” signs

Medical Supplies

- Medical treatment victim logs
- Ground cover/tarps
- Triage tags
- First-aid kits
- Notice of first-aid care form
- Quick reference medical guides
- Cots and blankets
- Body bags

Care and Shelter Supplies

- Traffic cones/flagging ribbon
- Cots and blankets/space blankets
- Food and water

Sanitation Supplies

- Rolls of electrical wire
- Black polyethylene sheeting
- Toilet paper and T.P. holders
- 5-gallon urinal buckets
- Shovels
- Hand wash
- Stainless steel spring clamps
- Portable johns
- Spare john bag holders
- Bucket liners
- Lye or bleach
STUDENT/STAFF ACCOUNTING TEAM CHECKLIST

Team Leader Checklist

☐ Obtains a complete list from all site staff on Student/Staff Accountability Form. Once collected, provide this information immediately to the site Emergency Coordinator (EC).

☐ Notify site staff how and when students will be released. All records of releases shall be kept by this Team’s Leader and provided to the Secretary/Record-keeper at the close of the disaster.

☐ Ensure evacuation of offices/classroom is completed and assembly areas are being used. Keep students or staff in class/staff groups.

☐ Obtain roll sheets and report information to EC.

☐ Evaluate injuries. Provide minor first aid or send to First-Aid station set-up within or near the assembly area.

☐ As required, assign other staff under the buddy system.

Accounting Team Responsibilities

☐ Make sure that all students in your charge are accounted for and in one location.

☐ Supervise students during and after an emergency or disaster.

☐ Maintain order, keep students calm, quiet and together during the emergency period

☐ If necessary, because of another assignment, turn class list and emergency cards over to your designated buddy who will supervise students while they perform other emergency related tasks.

☐ Do not directly release students to parents. Release will be done through the Student Release system and under the approval of the EC

Materials Needed  (all materials should be stored in/near exit door)
FOOD SERVICE TEAM CHECKLIST

The Food Service Team is composed of the school’s cafeteria staff.

Equipment/Supplies

- Emergency Response Plan
- School Disaster ID Vest
- Pencils/Pens/paper
- Food and water
- Paper plates, cups, napkins, plastic utensils
- Flashlights

*Request all other resources through Logistics.

Responsibilities

☐ Determine feeding and water needs.
☐ Coordinate food and water needs with the District’s Logistics Section.
☐ Setup cooking facilities as required.
☐ Setup an area for the feeding of students and staff.

RELEASE TEAM CHECKLIST

Team Leader Responsibilities

This Team Leader is responsible for carrying out the release of students and staff as requested by the Emergency Coordinator (EC) due to the unsafe conditions at the site.
Team Leader shall ensure that releases are only done within the guidelines set forth by the District and that all students released have been accounted for through the sign-out process. Ensure as possible, that the release of students is done in an orderly manner.

**Materials Needed**

All Materials should be stored in the Disaster Bin.

- ☐ Attendance sheet/roll book
- ☐ Release Cards
- ☐ Pencils/Pens/paper
- ☐ Release table & chairs
- ☐ Student Emergency Contact Cards
- ☐ Release Report form

**Checklist**

- ☐ Ensure that all release forms and cards as well as emergency cards are obtained from the Disaster bin along with pens, pencils, paper, etc.
- ☐ If directed by the EC activate student release area and set up table and chairs for release staff to operate from.
- ☐ Have at least two persons assigned to the release table and have two staff members acting to keep the person's retrieving the children in a calm state during this process.
- ☐ Complete release of students by using either a class by class approach or by other means which may be available.
- ☐ Never release a student unless they are the parent, relative or other person identified on the student’s Emergency card & have identification.
- ☐ OBTAIN NAME, SIGNATURE AND WHERE THEY ARE GOING ON A RELEASE CARD OR FORM BEFORE PERSON IS RELEASED.
SEARCH AND RESCUE TEAM (APA & STAFF) CHECKLIST

Materials Needed
Obtain equipment and documents from the Emergency Coordinator and/or the emergency container.

☐ Master Keys
☐ Fire Extinguishers
☐ Signs, flags, ribbons
☐ Stretcher/backboards
☐ Student information lists
☐ Gloves, Hard Hats
☐ Emergency Tools
☐ Hand Radio
☐ First aid kit
☐ Blankets
☐ Emergency response forms
☐ Flashlights

Checklist

☐ Report to the Search and Rescue Team Assembly Area near the SEOC and obtain group checklists and equipment.

☐ Team Leader to obtain missing/presumed missing information from Student/Staff Accounting Team Leader, noting missing students and last known location.

☐ After reviewing information provided by staff, develop quick assessment and strategy to complete tasks, and report back to rest of search and rescue team members.

☐ Assign team members to check all classrooms on assigned route, check visually, and vocally to determine situation and to identify situations in need of further assessment or assistance.

☐ Control small fires by use of hand extinguishers. In the event of a large fire, do not attempt to fight, evacuate building immediately.

☐ If utilities present a hazard and have not already been shut off, if trained shut-them off and report data to EC (i.e. broken water, gas or electric lines).

☐ Team members report findings to Team Leader.

☐ Team leader to inform Emergency Commander (EC) of situations requiring assistance or other information needed as to status of site and buildings.

☐ Use signs, barrier tape, etc. to designate unsafe areas, required assembly locations, Student Release Area etc.
Control access to facility or unsafe areas as required.

**FIRST-AID TEAM & MORGUE (SCHOOL NURSE & STAFF) CHECKLIST**

Identify injured and provide a location for injured to be treated. Administer basic first aid and log all injuries and injured on forms provided.

**Materials Needed**

- ______ Master keys
- ______ Fire extinguishers
- ______ Signs, flags, ribbons
- ______ Stretcher/backboards
- ______ Student information lists
- ______ Identification tags
- ______ Emergency tools
- ______ Hand radio
- ______ First aid kit
- ______ Blankets
- ______ Emergency response forms
- ______ Flashlights

**Checklist**

- ☐ Report to Site Emergency Operations Center (SEOC) to aid in identifying injured. As requested by the Emergency Coordinator (EC) contact Team Leaders and the Student/Staff Accounting Team for injury information.
- ☐ If necessary, establish a first-aid treatment area and as possible, transport injured to this area for care.
- ☐ Provide basic First-Aid care as needed and identify injured by using tag system. Tag injured persons to identify their name, type of injury and where (if possible) injury took place.
- ☐ If necessary and capable, utilize triage system to determine injured care and transportation priorities. Cooperate with and assist local emergency responders.
- ☐ Cover any fatalities with a blanket.
- ☐ Report to the Incident Commander EC all relative information using attached reporting form.
SECURITY TEAM

Materials Needed

- Master keys
- School disaster ID vest
- Clipboard
- Hard hat if necessary
- Emergency response plan
- Pens, pencils, markers, paper
- 2-way radio

*Request all other resources through Logistics

Responsibilities

☐ Ensure the safety and security of school staff and students.
☐ Report to the Site Emergency Operations Center (SEOC).
☐ Coordinate with Local Law Enforcement, Fire, and Rescue personnel for assistance when necessary.
☐ Take no action that will endanger yourself.
☐ Obtain hard hat (if necessary), disaster identification vest, this checklist, a clipboard and a radio.
☐ If directed to do so, lock gates and major external doors.
☐ Verify that campus is locked down and report same to Command Post.
☐ Advise Command Post of all actions taken.
☐ Route Fire, rescue, police, etc. as appropriate.
UTILITIES TEAM (Custodian & STAFF) CHECKLIST

Materials Needed

- Master keys
- Emergency tools
- Fire extinguishers
- Hand radio
- Signs, flags, ribbons
- First aid kit
- Stretchers/backboards
- Student information lists
- Gloves, hard hats, flashlights
- Emergency response forms

Checklist

☐ The Hazard Control team is responsible for fire suppression, utility control, and hazards isolation.

☐ Utility Team Leader shall assign staff to the various utilities to be inspected and as necessary to be shut-down or shut-off.

☐ Provide each team member with the appropriate utility shut-off checklist and information.

☐ Take no action that will endanger yourself.

☐ Complete shut-off or shut-down of all site utilities (electric, water and gas) as necessary.

☐ Retrieve information from Utility Team Members after they have completed their sweep of the site.

☐ Provide status of utilities to the Emergency Coordinator as soon as it is available.

☐ As directed and trained, turn back on utilities if safe to do so.
☐ Report any damage to the Operations Section Chief at the site Emergency Operations Center (SEOC).

☐ Obtain hard hat (if necessary), disaster identification vest, this checklist, a clipboard and a radio.
Appendix D

Forms
The forms included in this Appendix include:

1. **Pre-Disaster**
   - Staff Resources Survey
   - Staff Emergency Medical Information
   - Record of Disaster Drills
   - Buddy List

2. **Site EOC**
   - Site Action Plan
   - Student/Staff Accountability Form
   - Student Release Form
   - Injury/Information Reporting Form
STAFF RESOURCES SURVEY (Form A)

During any disaster situation, it is important to be able to draw from all available resources. The special skills and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. This survey is to pinpoint those staff members with the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your site administrator.

Areas of skill/proficiency:

_____ First Aid (current card _____ Yes _____ No)

_____ CPR (current card _____ Yes _____ No)

_____ Running/jogging

_____ Amateur radio

_____ Bus/truck driving (License Class __________)

_____ Rescue (techniques and/or equipment – winch, crane, towing)

_____ Carpenter, plumbing, welding (specify: ________________________________)

_____ Survival techniques

_____ Bicycle, motorcycle, other motorized bike

_____ 4-wheel drive vehicle (off-road vehicle)

_____ Camping skills (setting up tents, outdoor cooking, outdoor sanitation)
Please indicate any special equipment that might be available to you at the school site. (Examples: 4-wheel drive vehicle, van, motorcycle, HAM radio, winch, tow equipment, etc.):

________________________________________________________________________

Name/Phone Number: ____________________________ Date: ________________

---

**STAFF EMERGENCY MEDICAL INFORMATION (Form B)**

CONFIDENTIAL - For Administration use in the event staff member is unable to communicate.

Emergency Contact Name: ___________________ Phone Number: ________________

Name: ____________________________________________

School Dept: _______________________________________

Date: ____________________________________________

**Medication taken on a regular basis:**

<table>
<thead>
<tr>
<th>Name of Medication</th>
<th>Dosage</th>
<th>Frequency</th>
<th>Illness</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

(It is suggested that everyone carry a 3-day supply of medication.)

**I am allergic to the following medications/foods:**

________________________________________________________________________
I wear contact lenses: Yes ______ No ______

Other pertinent health/medical information:

---

**RECORD OF DISASTER DRILLS (Form C)**

Site: Solvang Elementary School District

School Year: 2018-19

### Fire Drills

<table>
<thead>
<tr>
<th>Fire Drills</th>
<th>Date Held</th>
<th>Time</th>
<th>Time Needed to Vacate</th>
<th>Alarm Signal Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>9/25/18</td>
<td>8:45</td>
<td>8:45</td>
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</tr>
<tr>
<td>October</td>
<td>10/22/18</td>
<td>1:30</td>
<td>1:30</td>
<td>1:30</td>
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<tr>
<td>November</td>
<td>11/6/18</td>
<td>9:50</td>
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</tr>
<tr>
<td>December</td>
<td>12/10/18</td>
<td>8:40</td>
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<tr>
<td>January</td>
<td>1/10/19</td>
<td>1:30</td>
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<td>1:30</td>
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<tr>
<td>February</td>
<td>2/12/19</td>
<td>8:45</td>
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<tr>
<td>March</td>
<td>3/18/19</td>
<td>11:15</td>
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<tr>
<td>April</td>
<td>4/8/19</td>
<td>9:00</td>
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<td>May</td>
<td>5/13/19</td>
<td>11:00</td>
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<td>July</td>
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<tr>
<td>August</td>
<td>8/27/18</td>
<td>9:00</td>
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</table>

### Other Drills

<table>
<thead>
<tr>
<th>Other Drills</th>
<th>Type of Drill</th>
<th>Date Held</th>
<th>Time</th>
<th>Time Needed to Vacate</th>
<th>Alarm Signal Used</th>
</tr>
</thead>
</table>

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Comprehensive Safety Plan Page 130
Drill Schedule
Monthly: Fire
Quarterly: Earthquake
Annually: Bomb Threat, Severe Windstorm, Chemical Incident, Floods, Lockdown

Forward to Superintendent at the end of each school year.

<table>
<thead>
<tr>
<th>Site: Solvang Elementary School District</th>
<th>School Year: 2017-18</th>
</tr>
</thead>
</table>

**RECORD OF DISASTER DRILLS (Form C)**

<table>
<thead>
<tr>
<th>Fire Drills</th>
<th>Date Held</th>
<th>Time</th>
<th>Time Needed to Vacate</th>
<th>Alarm Signal Used</th>
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<tbody>
<tr>
<td>September</td>
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Other Drills

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<th>Other Drills</th>
<th>Type of Drill</th>
<th>Date Held</th>
<th>Time</th>
<th>Time Needed to Vacate</th>
<th>Alarm Signal Used</th>
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Drill Schedule

Monthly: Fire
Quarterly: Earthquake
Annually: Bomb Threat, Severe Windstorm, Chemical Incident, Floods, Lockdown

Forward to Superintendent at the end of each school year.

**BUDDY LIST (Form D)**

SITE: Solvang Elementary School District

Buddy List last updated: September, 2017

*This list should be updated in September of each school year and thereafter to accommodate any staff changes.*

Prepared by: Steve Seafor, Superintendent; Pam Rennick, Principal

<table>
<thead>
<tr>
<th>Emergency Task</th>
<th>Title</th>
<th>Relief Back-Up</th>
</tr>
</thead>
</table>
Emergency Coordinators | Steve Seaford, Superintendent | Pam Rennick, Principal | Emily Pakulski, Executive Asst./HR Manager
Secretary/Record Keeper | Yesenia Alvarado, School Secretary | Lilly Garcia, Office Assistant
Search & Rescue Team | Mike Biron, Maintenance and Operations Manager | Mike Hanly, Teacher
Utilities Team | Mike Biron, Maintenance and Operations Manager | Nacho Martinez, Maintenance
Student/Staff Accounting Team | Lilly Garcia, Office Clerk; Norma Flores, UC Office Clerk | Gretchen Haws, Office Assistant
Student Release Team | Yesenia Alvarado, School Secretary; Lilly Garcia, Office Clerk | Gretchen Haws, Office Assistant
First-Aid Team and Morgue | School Nurse on duty | Bruce Pedersen, Teacher
Food/Water/Sanitation Team | Pam Rennick, Principal | Steve Seaford, Superintendent
Assembly/Shelter Team | Jodi Rogers, Teacher | Lance Campa, Teacher
Security Team | Mike Hanly, Teacher | Robert Fairbanks, Teacher

SITE ACTION PLAN (Form E)

SITE: Solvang Elementary School

The Site Action Plan is to be defined by the EC and the Team Leaders by using the information from the data gathered.

Action Plan Written Down By: ______________ Date & Time Actions Noted: __________
<table>
<thead>
<tr>
<th>No.</th>
<th>Actions to be Taken</th>
<th>Action Completed By</th>
<th>Date Action Completed</th>
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SITE ACTION PLAN (continued)

SITE: Solvang Elementary School

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<th>No.</th>
<th>Actions to be Taken</th>
<th>Action Completed By</th>
<th>Date Action Completed</th>
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### SITE CHECK-IN LOG (Form F)

Secretary Record-keeper: _______________________ Checked in at: ________ am/pm
Date: _________ Signature of Secretary Record-keeper: _______________________

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>Time Checked In</th>
<th>Reason for Being Here</th>
<th>Time Checked Out</th>
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### STUDENT RELEASE LOG (Form G)

SITE Solvang Elementary School
This form is to be used to identify the names of those students released after an emergency and who they were released to. This form should also indicate where the student was taken.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Parent/Guardian Signature</th>
<th>Time Left</th>
<th>Location Where They are Going</th>
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</table>

STUDENT RELEASE LOG (continued)

SITE: Solvang Elementary School

BOARD APPROVED
FEBRUARY 2019

Comprehensive Safety Plan
I/We request that

<table>
<thead>
<tr>
<th>Print Student Name</th>
<th>Print Student Name</th>
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<tbody>
<tr>
<td>Print Student Name</td>
<td>Print Student Name</td>
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<tr>
<td>Print Student Name</td>
<td>Print Student Name</td>
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</tbody>
</table>

be released to me/us

Page ___ of ___

STUDENT EMERGENCY RELEASE FORM

BOARD APPROVED
FEBRUARY 2019

Comprehensive Safety Plan

Page 138
Print Name(s)

Relationship(s) to student(s): 

CA Driver’s License number: 

Our intended destination is: 

Location including address

Signature ___________________________ Date ________________

Phone Number ___________________________

Bottom portion to be completed by School Release Team

☐ Requestor on emergency card. Student released  

Time of release: ________________

☐ Requestor NOT on emergency card. Student released anyway. Explain

Date of release: ________________

☐ Requestor NOT on emergency card. Student NOT released.

Form completed by: ___________________________ Date/time: ________________

SEMS Form H

STUDENT/STAFF ACCOUNTABILITY FORM (Form I)

Individual Room, Office, Department, or Other

School/Site: Solvang Elementary School  Date: ________________

➢ Record student and staff accountability status in the classroom, office, cafetorium or other site areas.

➢ Once accountability records are completed, submit this form to the Site’s Emergency Coordinator (EC).
➢ Only provide information requested here to EC.

1. **List information regarding Missing Students/Staff Members below:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Student or Staff</th>
<th>Last Seen</th>
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</table>
2) List information regarding injuries identified.

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<thead>
<tr>
<th>Name</th>
<th>Student or Staff</th>
<th>Type of Injury</th>
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School/ Site: Solvang Elementary School
Date: ________________
3) List information regarding all deaths.

<table>
<thead>
<tr>
<th>Name</th>
<th>Student or Staff</th>
<th>Type of Injury and Information re Death</th>
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</table>
4) List information regarding any other concerns not already reported.

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<th>Name</th>
<th>Student or Staff</th>
<th>Comments</th>
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</table>
1. Number of Severe injuries (require immediate medical attention) ______
2. Number of Moderate injuries (requires medical attention/not immediate) ______
3. Number of Minor injuries (require some medical attention) ______
4. Number of Confirmed fatalities (deaths) ______
5. Condition of first-aid, triage and morgue area: NEED HELP: _____ Yes/No

1) List information regarding injuries identified.

<table>
<thead>
<tr>
<th>Name</th>
<th>Student or Staff</th>
<th>Type of Injury</th>
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Page ___ of ___

Injury/Information Reporting Form *(continued)*

School/ Site: Solvang Elementary School           Date: ________________

1) List information regarding injuries identified *(continued)*
2) List information regarding all deaths.

<table>
<thead>
<tr>
<th>Name</th>
<th>Student or Staff</th>
<th>Type of Injury and Information re Death</th>
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</tbody>
</table>
Dear Parent:

Solvang Elementary School District

Site: ________________________________

Notice of First Aid Care

Date: ________________

Dear Parent:
was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Remarks:

Signed by: __________________________________________

School Representative

The purpose of this form is to inform parent of medical treatment given.

Note: In a disaster: 1 copy goes home with student
1 copy stays with teacher or medical treatment team records

SEMS Form K