

# **Comprehensive School Safety Plan 2016-2017**



**San Marcos High School**  
**Santa Barbara Unified School District**

Ed Behrens, Principal  
4750 Hollister Ave.  
Santa Barbara, CA 93110  
(805) 967-4581  
[ebehrens@sbunified.org](mailto:ebehrens@sbunified.org)

A meeting for public input was held on, at San Marcos High School on December 15, 2016

Reviewed by Law Enforcement on January 20, 2017

Plan Adopted by School Site Council on February 13, 2017

Plan approved by Santa Barbara Unified School District Board of Education on: \_\_\_\_\_

**School Safety Plan Committee Members:**

*Teacher Representatives:* Marie Bagdanov, Ryan Mooneyham, Cori Simpkins

*Administrative Representatives:* Alex Sheldon

*Parent Representatives:* Dana Sager, Dana Halverson

*Classified Representatives:* Jerry Rosario, Adaline McGregor, Lisa Anderson

*Law enforcement:* Sheriff Deputy, Tyler Manley

*Student Representatives:* Joseph Panossian, Trevor Mallack, Delanie Tenorio, Paul Ingram

# San Marcos High School Mission Statement:



**San Marcos High School will provide rigorous and relevant standards based curriculum in a safe and supportive environment to equip all students for college and career readiness.**

**A strong academic foundation enhanced by a wide variety of elective, career pathway and programs provides a unique opportunity for students to:**

1. Understand and respect diversity.
2. Balance individual and civic responsibilities.
3. Positively contribute and successfully adapt to a rapidly changing world.
4. Assume responsibility for their actions, learning and personal growth.

## **Student Learner Outcomes (SLOs)**

**In order to become college and career ready, San Marcos High School students will:**

### **Academic Achiever**

1. Value education and academic integrity.
2. Set and pursue high academic goals while mastering the Common Core State Standards and Next Generation Science Standards.
3. Determine strengths and interests while striving for academic and vocational rigor.
4. Use appropriate learning skills, tools, strategies, and technology to achieve academically.
5. Understand and value the importance of all subject areas.

### **Community Participant**

1. Show respect for all people and cultures.
2. Balance individual interests and school and civic responsibilities.
3. Devote time, energy and talent to build relationships while improving the school and community.
4. Embrace the rights and responsibilities of citizenship in a democracy.

### **Effective Thinker & Communicator**

1. Read, write, speak, and listen thoughtfully and critically.
2. Analyze, evaluate, synthesize, and apply information to solve problems.
3. Apply a variety of communication skills appropriately.
4. Perform effectively as an individual and in collaboration with others.

# **Table of Contents**

Assessment of the Current Status of School Crime	page 5
Appropriate Programs and Strategies that Provide School Safety	
a) Child Abuse Reporting Procedures	page 5
b) Disaster Response Procedures	pages 5-17
c) Suspension and Expulsion Policies	page 17
d) Procedures for Notifying Teachers about Dangerous Pupils	page 18-20
e) Sexual Harassment Policy	page 22
f) School-wide Dress Code prohibiting gang-related apparel	page 22
g) Procedures to Ensure a Safe and Orderly Environment	
1) <i>The social climate</i> -people and programs (Component 1)	page 21-24
2) <i>The physical environment</i> -place (Component 2)	page 24 - 25
h) Rules and Procedures on School Discipline	page 26
i) Procedures adopted under the Safe and Drug-Free Schools Act	page 26
j) Hate Crime Policies and Procedures	page 26
k) Bullying Prevention Policies and Procedures	page 26

# Assessment of the Current Status of School Crime

The following data sources were used for an assessment of the school climate in relation to the current status of school crime committed on campus and at school related functions:

- California Healthy Kids Survey (CHKS) and staff climate survey
- Law enforcement reports, contact and input
- Review of student referrals, discipline, suspensions, and expulsions
- CALPADS data
- Theft reports
- Regular review of Discipline Incidences and their locations on campus.

## Child Abuse Reporting Procedures

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5141.4.

[Child Abuse Prevention and Reporting - Board Policy 5141.4](#)

[Child Abuse Prevention and Reporting – Administrative Regulation 5141.4](#)

## Disaster Response Procedures

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 3516.

[Emergencies and Disaster Preparedness Plan – Board Policy 3516](#)

[Emergencies and Disaster Preparedness Plan – Administrative Regulation 3516](#)

At the beginning of each year, teachers are given an updated emergency clipboard that includes:

**Student / Personnel Accountability Form (Student Count), Buddy Teacher List, Initial/Final Assembly Map, Emergency Response Team List and directions for emergency evacuation drills.**

Each classroom is also equipped with emergency first aid kits which are also to be taken along with emergency clipboard.

## Procedures for Safe Ingress and Egress

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school planned for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted. The school map identifies evacuation areas and ingress/egress routes. Campus map is in Appendix A. Details of routes are held confidential for security purposes.

### **On-Campus Evacuation/Assembly Location**

The primary evacuation site for San Marcos High School will be on campus at the upper baseball field adjacent to Turnpike Avenue.

## **Primary Off-Site Evacuation/Assembly Location**

Turnpike Shopping Center Rear Parking Lot (In back of Vons)  
Corner of Turnpike and Hollister Ave.  
Santa Barbara, CA 93110

## **Emergency Campus Evacuation**

If it is necessary to evacuate the entire campus to another school or relief center, the principal will: notify the superintendent of the campus evacuation, cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees, direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

### **In an emergency building evacuation all employees will:**

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

### **In an emergency building evacuation teachers will also:**

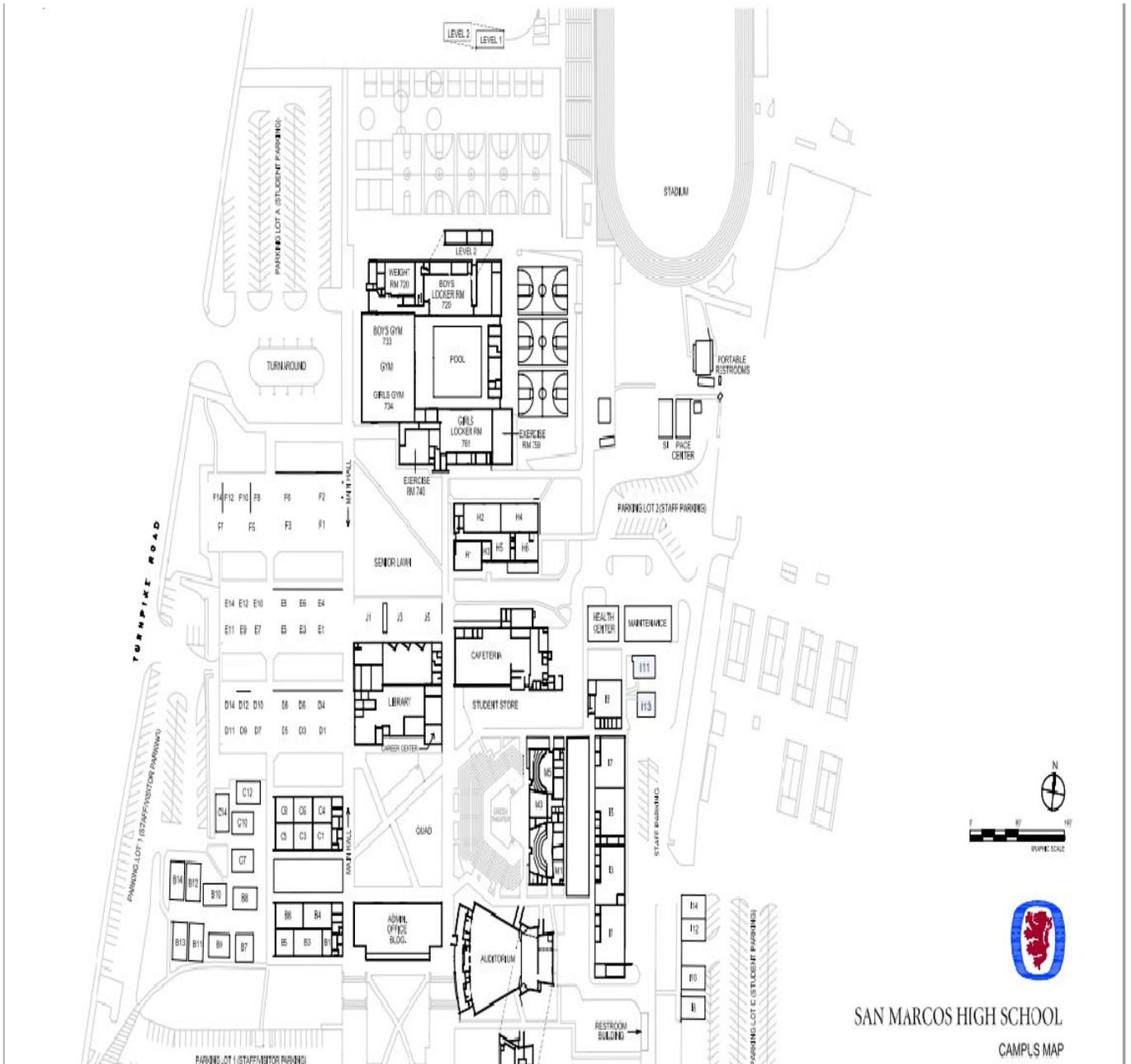
1. Assemble students for evacuation using designated routes and account for all students.
2. Secure room.
3. If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
4. Upon arrival at the assembly area, account for all students.
5. Secure medical treatment for injured students.
6. Report any students missing or left behind because of serious injuries.
7. Stay with and calm students.
8. If signaled to re-enter school, assure students do so calmly and account for all students.
9. Check room and report anything amiss to the team leader and/or operations chief.
10. Debrief students to calm fears about the evacuation.

## **Signals**

Specific communication techniques for all incidents might vary by school site due to functional alarm systems, intercoms, etc. There are two basic alarms systems: stay in place or evacuate. Specific incidents will dictate additional responses. However, when sound signals are available, the two primary signals should follow this pattern:

- One long bell indicates that all staff and students should find shelter and plan to remain in a single location.
- A series of short bells indicate an evacuation is required.

# San Marcos High School Campus Map



**Emergency evacuation routes are posted in every classroom. For security purposes, they are not provided here. Copies of actual routes are secured by the district office and school sites.**

# San Marcos High School

This evacuation is part of the Santa Barbara School District's disaster preparedness plan.

Please share the instructions with your students. Practice ahead of time. Teachers, it is a good idea to walk the route yourself ahead of time, to include identifying your location on the upper field. A measure of effectiveness is the seriousness with which you approach this drill.

## **Simulation of the disaster drill will include:**

### **1. "DROP, COVER AND HOLD!" ("hold" for one minute)**

Inform your students that what this means is for them to take shelter under their desks or tables to prevent getting hit by falling objects. These instructions also apply to teachers. During a disaster, we cannot afford to lose the leadership you will provide for your students; consequently, attend to your safety also.

### **2. EVACUATE YOUR CLASSROOM**

Appoint two students to be the first and last one out of the classroom. Appoint students who, in your judgement, can handle a leadership position during a crisis. Make these appointments known to everyone in your class. Identify alternates. Prior to evacuation, you determine the point at which it is safe to evacuate your classroom. You will need to exercise discretion and caution. During an actual earthquake, it may be safer to remain indoors.

---

Evacuate your room by rows, advising students to take their personal belongings. Tell students to follow the designated leader to the initial assembly area. Your position should be approximately in the middle of your class. The last person out of the room serves as the "trailer." Do not lock the doors. Take these instructions (clipboard), keys, roll book, red First Aid pack, and personal valuables.

### **3. REPORT TO THE INITIAL ASSEMBLY AREA WITH YOUR CLASS AND TAKE ATTENDANCE (see Initial Assembly Area Map attached)**

One of your most important responsibilities is maintaining accountability of your students. That is one reason rehearsal is so important. When you reach the initial assembly area, take attendance. Make a list of students who are not present. The easiest way to do this is to arrange your students in three or four lines, similar to a formation.

### **4. ESCORT YOUR CLASS TO THE FINAL ASSEMBLY AREA ON THE UPPER FIELD**

\*Except First Aid and Search and Rescue Teams (see Final Assembly Area Map attached) Keep students off of all streets. The best way to lead them to the upper level is to have them walk in rows of two. Once again, use your designated leader and trailer and position yourself in the middle. This positioning will help you maintain accountability of your students. You are urged to do a "terrain walk" ahead of time to identify your assigned location on the upper field. Your area is marked by the small black and yellow signs on the periphery of the upper field.

**5. CLASS/BUDDY ACCOUNTABILITY AT THE FINAL ASSEMBLY AREA**

Take attendance a second time for both your class and your buddy class, once again organizing students in rows. Try to keep students together. Complete Student Count form of students who are not present. As soon as your Student Count form is complete, please send a reliable student from your class to Ms. Jennifer Foster, who will be standing under the goal post nearest the "A" parking lot. He will be assisted by designated staff members.

**6. RETURN TO CLASS/ALL CLEAR**

Upon conclusion of the drill, an "all clear" signal will be given, probably via a bullhorn. At that time, escort your students back to class, maintaining order upon the return. This is difficult, but necessary.

**7. DEBRIEF**

After you return to your classroom, the regular bell schedule resumes, however, we recommend that the following discussion take place with your class:

- 
- 

Record student observations as well as your own and put them in Jenn Foster's mailbox (or e-mail them).

**Please Note:**

- We will drill monthly, alternating between evacuation (weather-permitting) and "shelter-in-place" (a.k.a. "Lockdown").
- Once each semester, we will conduct Search and Rescue as part of the evacuation drill.

**Fire Drills**

Principals shall hold fire drills at least once a month in all elementary schools, quarterly at all junior high schools and at least twice each school year at all high schools.

- Whenever the fire alarm is sounded, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to appropriate personnel.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the superintendent/designee.

**Standards for a Successful Fire Drill**

1. The fire alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within five minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll again.

Missing students are reported to the attendance office.

## **Lockdown Drills**

The school conducts lockdown drills along with other types of emergency planning. These drills initially involve more pre-planning and organization than conducting others.

The school conducts at least one annual drill, which ordinarily takes no longer than 40 minutes and impacts class time by 20 minutes. Drills are scheduled with either the District Safety Office or School Resource Officer. There are a number of steps that are required in lockdown drills in order to be successful. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
  - Locking doors
  - Covering windows
  - Turning off lights
  - Building barricades
  - Reviewing classroom and all clear procedures
  - Reviewing off site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your critical response team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks. Remember, this sets the tone for the importance of safety for students and staff on your campus.

### **Lockdown**

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

### **Immediate actions**

1. Students and staff go into classrooms/buildings or run to off-site evacuation areas.
2. Lockdown includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
3. Notify administration.
4. Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
5. Administration notifies the superintendent.

### **Intermediate activities**

1. Place a red card under the door / window if you have a serious injury or major issue (if possible) in the classroom.
2. Take roll and conduct anxiety-reducing activities.

### **Evacuation**

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

## **Shelter-In-Place**

Shelter-in-Place may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological

release, it is safest for students and staff to remain indoors at the school site and “shelter-in-place” procedures apply.

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

1. Shelter-Go inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.
2. Shut-Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
3. Listen-Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

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

1. Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
2. A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
3. Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
4. Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

## **Incident Command System**

### **Responsibilities for a School Disaster**

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

### **Major Concepts and Components**

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called management, planning, operations, logistics, and finance/administration. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function. Every incident needs a person in charge. In SEMS and ICS, this person is called the incident commander or school commander. No one person should supervise more than seven people (the optimum number is five). However, this does not apply to the student supervision team under operations.

### **Common Terminology**

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology. If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording. This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and:

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

## **Primary Incident Command System Functions**

### **Incident/School Commander (the “leader”)**

The management section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Santa Barbara High School District. The management section staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

### **Operations Section (the "doers")**

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

### **Planning/Intelligence Section (the “thinkers”)**

The planning and intelligence section is responsible for collecting, evaluating, and disseminating information, maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops district EOC/field action plans for implementation by the operations section.

### **Logistics Section (the "getters")**

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

### **Finance and Administration Section (the "collectors")**

The finance and administration section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase. Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

## **Unified Command Structure**

Unified command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single incident action plan. The use of unified command is a valuable tool to help ensure a coordinated multi-agency response. Unified command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability. Unified command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the unified command structure and personnel assignments can change to meet the need.

### **Advantages of using Unified Command**

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

### **Pre-designated Incident Facilities**

Staging Areas	Mass Care Centers
Command Posts	Evacuation Centers

# SMHS Buddy Room List for School Evacuation

- If you are on your prep, please check in with your buddy teacher if no one is using your classroom.
- If you are an assistant coach, please check in with the head coach for your sport.
- Head coaches, please check in with the Athletic Director
- If you are on a disaster team, please “hand off” your class to your buddy, or the nearest teacher at the initial assembly area.

<b>Room #</b>	<b>with</b>	<b>Room #</b>	<b>to</b>	<b>Assigned Assembly Area (upper field)</b>
B-1		B-2		A-1
B-3		B-5		A-2
B-4		B-8		A-3
B-7		B-9		A-4
B-11		B-13		A-5
B-10		B-12		A-6
B-14		D-11		A-7
C-1		C-3		A-8
C-2		B-6		B-1
C-4		C-6		B-2
C-5		C-8		B-3
D-1		D-3		B-4
D-4		D-6		B-5
D-5		D-8		B-6
D-7		D-9		B-7
D-10		D-12		B-8
D-14		E-11		C-1
E-1		E-3		C-2
E-4		E-6		C-3
E-5		E-8		C-4
E-7		E-9		C-5
E-9		E-11		C-6
E-10		E-12		C-7
E-14		F-7		D-1
F-1		J-1		D-2
F-3		F-5		D-3
F-2		F-6		D-4
F-8		F-12		D-5
B-Gym		G-Gym/Dance Room		D-6
H-1 & H-3		H-4A		Baseball Backstop
H-2A		H-5		D-8
H-2B		H-4B		E-1
H-7		I-13 & I-11		Baseball Backstop
Cafeteria		Cafe Royale		E-2
Career Center		Library & L-1		E-3
I-1 & I-0		I-3		E-4
I-2 & I-4		I-6		E-5
I-5		I-7		E-6

I-8		I-10		E-7
I-12		I-14		E-8
J-3		J-5		F-1
M-1		M-3 & Auditorium		F-2
M-5		I-9		F-3
S-2		S-3 & S-7		F-4
S5		S-6, S-7		F-5
WRC		Maintenance Office		F-6
Custodians		Gardeners		F-7

### People Partners

Person	with	Person	Name & Responsibility
Network Tech		Head Librarian*	TBD = Search & Rescue & S. Bryan = Parent Communication
Head Librarian*		Assistant Librarian	S. Bryan & L. M = Parent Communication
Counselor #1		Counselor #2	J. Ma & L. Howard = Personnel Accountability
Counselor #3		Counselor #4	C. Gabel-Peterson & A. Ramirez= Parent Communication
Counselor #5		Counseling #7	B. Rodriguez & Tara Enrico= Personnel Accountability
Counselor #7		Counselor #8	C. Simpkins & J. Loomer = Parent Communication
Attendance 1		Attendance 2	D. Eaton & J.C. Toral = Parent Communication
Registrar 1		Registrar 2	C. Espino = Parent Communication R. Cervantes= Parent Communication
Admin 1		Base 1	E. Behrens = Command Center L. Rubio
Admin 2		Base 2	A. Sheldon = Operations L. Andersen
Admin 3		Base 3	S. McCormick = Reunion Gate L. Arroyo
Admin 4		Base 4	M. Stieren = Logistics D. Dodwell
Admin 5		Admin 2*	S. Yorke = Operations
Receptionist		Bookkeeper	V. Rangel = Parent Communication & C. Long = Command Post
Campus Safety 1		Campus Safety 2	R. Salvador = Logistics J. Garcia = Personnel Accountability
Campus Safety 3		Campus Safety 4	J. Rosario = Logistics L. Cook = Logistics
Athletic Eq. Mgr		Base 2*	E. Mendez = Shelter, etc.

\*Has two “people partners”

# San Marcos High School 2015-2016

## DISASTER PREPAREDNESS - EMERGENCY RESPONSE TEAMS

### 2016-2017

#### COMMAND CENTER

1. Ed Behrens, *Commander*
2. Abe Jahadhmy, *Lead*
3. Joel Lazcano,, *Assistant*

**Location:** Front of School

4. Deputy Tyler Manley, Safety / Law Enforcement
5. Cheryl Long, Contracts / Fiscal Resources
6. Lisa Andersen, Alarm Bells

#### PERSONNEL ACCOUNTABILITY

1. Mike Stieren, *Officer*
2. Diane Dodwell, *Lead*
3. Becky Dominguez
4. Janina Ma
5. Lisa Howard

**Location:** Upper Field Assembly Area

6. Tara Enrico
7. TBD - Network Tech
8. Joe Garcia

#### PARENT COMMUNICATIONS TEAM

1. Suzette McCormick, *Officer*
2. Debra Eaton, Public Affairs Liaison, *Lead*
3. Crystal Gabel-Petersen, *Liaison with Command*
4. Sherri Bryan
5. Eduardo Lara
6. Vivian Rangel

**Location:** Front of Gym

7. Clara Espino
8. J. Loomer
9. Alpha Ramirez
10. C. Simpkins
11. Rosa Cervantes
12. Juan Carlos Toral

#### OPERATIONS

1. Alex Sheldon, *Officer*
2. Shannon Yorkie, *Alternate Leader, Liaison with Command Post*
3. Linda Arroyo, *Assistant*
4. Elias Mendez, *Shelter*
5. Rosie Salvador

**Location:** Roundabout / Turnaround

6. Jerry Rosario
7. Larry Cook

#### OPERATIONS TEAM 1: SEARCH AND RESCUE

1. Jarrod Bradley, *Lead*
2. Sean Donnell, *Alternate Lead*. Jim Ashlock
3. Ryan Mooneyham
4. Aaron Solis
5. Brendan Malloy

**Location:** Disaster Shed

6. Jim Ashlock
7. Annette Holdman
8. Susan Kipp
9. Mike Thrasher
10. Trevor Oftedal

#### OPERATIONS TEAM 2: FIRST AID

1. Silvia Gutierrez or Dawn Rademacher, *Lead*
2. Marcene Newman, *Assistant*
3. Rick Ceriale, *Assistant*
4. Kate Standerfer

**Location:** Disaster Shed Area

5. Carol-Lynn Steinhoff
6. Lawrence Stehmeier
7. Brian Roth
8. Joanie Merrill

## **Emergency Communications**

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

### **Emergencies within a school**

Internal communications will be via public address systems, emails, message runner, and telephone.

External communications will be via the main communications network and news bulletins, as needed, by appointed personnel only.

### **Emergencies affecting two or more schools**

In-district communications will be via telephone (to include Teleparent), if operable. Superintendent or designated public information officer (ordinarily Barbara Keyani) and/or principal will release information to news media and prepare necessary bulletins. A crisis communications center will be established to collect and release information if the emergency is of a continuing nature.

1. Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.
2. Use established communication channels to keep employees, students, parents, essential communicators and community informed.
3. Keep secretaries briefed on situation changes and what to tell people who phone the school or district.
4. Hold briefings with employees, labor association leaders, board president, student leaders and other key communicators.
5. Enact telephone tree in order to communicate updates.
6. Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed. Provide superintendent and public information officer with a copy of each bulletin.

### **Working with the news media**

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff members are to report any news media personnel that appear elsewhere on campus.

**Under no circumstances should a school site or individual make contact with local media without first coordinating such communications through the district office.**

## **Emergency Directory**

### **Media**

City Emergency Radio Station	AM 1590
City Television Station	Channel 18

### **Emergency Telephone Numbers**

Police Department	911
Sheriff's Office	911
Paramedics and Ambulance	911
District Nurse	963-4331
American Red Cross	687-1331

## **Media Contact Information**

### **Television Stations**

KEYT Television	805-882-3900
KMPR (Univision)	805-685-3800
KSBY Television	805-963-7883
KCOY	805-925-1200
KKFX (w/KCOY)	805-925-1200
KCET	323-953-5308
KTAS (Spanish)	805-545-9428

### **Radio Stations**

KDB 97.3FM	805-966-4131
KJEE 92.9FM	805-962-4588
KLITE 101.7FM (w/KTMS)	805-879-8300
KRUZ 97.5FM	805-966-1755
KTYD 99.9FM	805-879-5893
KTMS 990AM	805-879-8300
KMGQ (Magic) 106.3FM	805-966-1755
KSPE (Spanish)	805-879-5773

### **Print Media**

Santa Barbara News-Press	805-564-5243
Independent	805-965-5205
Montecito Journal	805-565-1860
Daily Sound	805-564-6001
La Opinion (Spanish, LA-based)	213-896-2000
El Mexicano	805-884-7407
Coastal View	805-684-4428
Goleta Valley Voice	(See News-Press)

## **Suspension and Expulsion Policies**

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

[Discipline – Board Policy 5144](#)

[Discipline – Administrative Regulation 5144](#)

[Suspension and Expulsion/Due Process – Board Policy 5144.1](#)

[Suspension and Expulsion/Due Process – Administrative Regulation 5144.1](#)

[Suspension and Expulsion/Due Process \(Students with Disabilities\) – Administrative Regulation 5144.2](#)

## **Procedures for Notifying Teachers about Dangerous Pupils**

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The Santa Barbara Unified School District has incorporated this notification into the existing “Attendance Reporting screen”. On the daily attendance report, when a student is suspended, the abbreviation “SUS” will show next to the student's name. The teacher can access the suspension by looking at the student’s behavior screen. The information provided is for the student’s current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Santa Barbara Unified School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student’s teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student’s counselor.

Exemplar of Notification via email:

Confidential  
Memorandum

To: \_\_\_\_\_, Teacher  
From: \_\_\_\_\_, Assistant Principal  
Date:

Re: **CONFIDENTIAL Students having committed specified crime**

---

The student named below has been convicted of a penal code violation. Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

**NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)**

**PLEASE DELETE THIS EMAIL IMMEDIATELY AFTER READING.**

\_\_\_\_\_ was found to have committed the following criminal activity:

If you have any questions, please see me.  
Principal

Exemplar of Notification via email:

## **NOTIFICATION OF SUSPENSION**

The following student has been suspended from classes. If homework cannot be accessed via EDU, please supply the necessary homework assignments in a timely manner to:

□ Switchboard/Receptionist (HOME SUSPENSION)

Suspension reason: See AERIES

Today's Date: 1/21/16

Student:

Grade: 11

Dates Suspended: 2/4/15-2/10/15, return 2/15

Assigned by: Assistant Principal

Distribution: Period 1 Teacher

Period 2 Teacher

Period 3 Teacher

Period 4 Teacher

RT (Royal Time - Self Study)

Switchboard

*Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The SBUSD has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report (Illuminate), when a student is suspended, will show a "SUS" next to the students name. The teacher can access the suspension by looking at the student's behavior screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900 (a1) Mutual fight (a2) Battery  
(b) Possessed dangerous object  
(c) Controlled substance/alcohol  
(d) Imitation controlled substance

- (e) Robbery/extortion
- (f) Vandalism
- (g) Theft
- (h) Tobacco/nicotine products
- (i) Habitual Profanity/vulgar or obscene act
- (j) Drug paraphernalia
- (k) Disruptive/willful defiant behavior
- (l) Received stolen property
- (m) Imitation firearm
- (n) Sexual assault or battery
- (o) Harassed/threatened witness
- (p) Sale of soma
- (q) Hazing
- (r) Bullying/cyberbullying
- (t) Aiding and abetting \*

- E.C. 48900.2 Sexual harassment (gr 4-12)
- E.C. 48900.3 Hate violence(gr 4-12)
- E.C. 48900.4 Severe and pervasive threats and intimidation (gr 4-12)
- E.C. 48900.7 Terrorist threats
- E.C. 48915 (a1a)Serious physical injury
- (a1b)Possession: knife, explosive, dangerous object
- (a1c) Controlled substance
- (a1d) Robbery or extortion
- (a1e) Assault/battery school employee
- E.C. 48915(c1) Possessing, selling, furnishing firearm
- (c2) Brandishing a knife at another person
- (c3) Selling a controlled substance
- (c4) Committing or attempting sexual assault or battery
- (c5) Possession of an explosive

## **Sexual Harassment Policy**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5145.7.

[\*\*Sexual Harassment – Board Policy 5145.7\*\*](#)

[\*\*Sexual Harassment – Administrative Regulation 5145.7\*\*](#)

## **School-wide Dress Code prohibiting gang-related apparel**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5132.

[\*\*Dress and Grooming – Board Policy 5132\*\*](#)

[\*\*Dress and Grooming – Administrative Regulation 5132\*\*](#)

[\*\*Dress and Grooming – Exhibit 5132\*\*](#)

# **Procedures to Ensure a Safe and Orderly Environment**

## **Component One: People and Programs**

(Create and maintain a caring and connected school climate)

**Goal No. 1: San Marcos High School will improve communication with students and families**

**Objective A:** Increase student use of the NEO App

### **Related Activities:**

- Teachers will post assignments on NEO
- Campaign for students to get and use the NEO App through Bulletin and Royal Report and current social media platforms
- NEO App campaign during Royal Return and with Freshman Link Crew (2017)
- Parent Square message to parents about NEO app usage for students
- Create a FAQ for Royal Time information for students

**Persons responsible for implementation:** SM administration, Teachers

**Timeline for implementation:** Ongoing throughout 2016-2017 school year.

### **Evaluation Guidelines:**

- Survey students and teachers on NEO App awareness and usage
- Teacher feedback on NEO usage and Teacher Leadership Committee Meeting

**Objective B:** Increase student awareness of campus activities and events.

### **Related Activities:**

- Improve Quad bulletin boards with creation of quad pavilion
- Improve messaging with new digital marquee
- All teachers show Royal Report
- Increase social media presence including posting bulletin items on Twitter

**Person(s) responsible for implementation:** SMHS Administration, Teachers, Activities Director

**Timeline for implementation:** Ongoing.

### **Evaluation guidelines:**

- Campus Communications Survey

**Objective C:** Provide students and families information on mass casualty situations.

### **Related Activities:**

- Work with Campus Resource Officer on updated trainings
- Provide info to students and families through NEO and/or parent square
- Links to information on school and/or district website

**Person(s) responsible for implementation:** SMHS Administration, Campus Resource Officer  
**Timeline for implementation:** Spring 2017

**Evaluation guidelines:**

- Record counts of students and families who access information

**Objective D:** Increased focus on student attendance with an increase in student attendance and a decrease in absences and tardies.

**Related Activities:**

- Random hallway sweeps by CS and Administrators
- Use of A2A system to generate letters to parents/guardians
- Meetings with parents/guardians with students 6 days unexcused absences
- Phone calls home for absences and tardies
- At-risk counselor working with students with high truanancies
- Part time attendance position to make phone calls and arrange administrator meetings
- Creation of an attendance committee to develop incentives for positive attendance

**Person(s) responsible for implementation:** SMHS Administration, Teachers, Classified Staff, Campus Supervisors

**Timeline for implementation:** Ongoing.

**Evaluation guidelines:**

- Attendance data review

## **Component Two: The Physical Environment - Place**

(Create a physical environment that communicates respect for learning and for safety)

**Goal No. 1:** San Marcos High School will prepare for potential disasters and emergencies

**Objective A:** Update disaster shed so that all supplies are current and shed is accessible.

**Related Activities:**

- Football and track team members, gardeners and custodial staff will identify equipment and store appropriately, opening up access routes to Disaster Shed
- Outdated equipment / miscellaneous items will be identified and disposed of
- Disaster Shed inventory / assessment of supplies by leadership students
- Work with WRC to purchase new supplies for the shed
- Hold campus wide drills where the search and rescue team uses the disaster shed

**Person(s) responsible for implementation:** Alex Sheldon, Aaron Solis, Silvia Gutierrez, Students

**Timeline for implementation:** Ongoing

**Objective B:** Remove and replace emergency potable water.

**Related Activities:**

- Replace 55 gallon drums and water
- Shelve drums of water off of the ground
- Clear storage space / accessibility

**Person(s) responsible for implementation:** SMHS Administration, Classified Staff

**Timeline for implementation:** Ongoing

**Evaluation:**

- Yearly review by administration

**Safe School Plan Budget Resources:**

- The following fund sources are resources for Safety Plan implementation:
- Lottery funds
- District funds
- PTSA funds
- Royal Pride Foundation

*The Assistant Principal's office in charge of School Safety will make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Education Code 35924.2)*

*The school's School Site Committee will review school, district and community crime data trends. Other data can bring value to the discussions. Such data may include: Mental health data, state, district or site surveys (such as the California Healthy Kids Survey), disciplinary data, community police data, and district Restorative Approaches.*

## **Rules and Procedures on School Discipline**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5144.

[Discipline – Board Policy 5144](#)

[Discipline – Administrative Regulation 5144](#)

## **Procedures adopted under the Safe and Drug-Free Schools Act**

For specific details, refer to Santa Barbara Unified School District Board Policy 5137.

[Positive School Climate - Board Policy 5137](#)

## **Hate Crime Policies and Procedures**

For specific details, refer to Santa Barbara Unified School District Board Policy and Administrative Regulation 5145.3.

[Nondiscrimination/Harassment – Board Policy 5145.3](#)

[Nondiscrimination/Harassment – Administrative Regulation 5145.3](#)

## **Bullying Prevention Policies and Procedures**

For specific details, refer to Santa Barbara Unified School District Board Policy 5131.2.

[Bullying – Board Policy 5131.2](#)