

Adelante Charter School of Santa Barbara

1102 East Yanonali Street
Santa Barbara, Ca 93103
(805) 966-7392
www.adelantecharter.org

Santa Barbara Unified School District

Comprehensive School Safety & Wellness Plan

SCHOOL YEAR 2026-27

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

Plan adopted by School Site Council: [date]

Plan approved by Adelante Charter School Board of Directors on [date]

This document is available for public inspection at School and on our website at www.adelantecharter.org

District Mission Statement

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

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School Safety Plan

School Safety Plan Adelante Charter School Santa Barbara Unified School District

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Plan reviewed by School Site Council: Feb 11, 2025 and Dec 10, 2024

Approved by Adelante Charter Board - February 3, 2025



Safety Planning Committee Members

Veronica Ramos, Teacher Representative
Graciela Rodriguez, Teacher Representative
Meaghan Romo, School Psychologist
Karla Centeno, Office Manager
Javier Bolívar, Executive Director/Principal

School Site Council Members

Sergio Arriaga Parent Representative, School Site Council President	Perla Camilla Parent Representative	Raeanne Napoleon Parent Representative, School Site Council Vice President
Lauren Macioce Teacher Representative School Site Council Parliamentarian	Javier Bolívar, Principal	Leticia Lemus, Teacher Representative, School Site Council Secretary
Meaghan Romo School Psychologist, Staff Representative	Karla Centeno Office Manager Classified Representative	
Vacant Parent Representative		

MISSION STATEMENT

The mission of Adelante Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundations prepare them to meaningfully participate and provide leadership in their families, their community and their world to create a more just and equitable society.

This document is available for public inspection at Adelante Charter School and on the website at adelantecharter.org

Assessment of the Current Status of School Climate

Data sources provided by:

- California Healthy Kids Survey (CHKS) and staff climate survey
- Student referrals, assertive discipline, suspensions and expulsions in SB Unified Aeries SSRS

There were 0 students recommended for expulsions during the 2024-25 school year: There were 0 students expelled during the 2024-2025 school year:

The expulsion rate was 0 during the 2024-2025 school year

During the 2024-25 school year, we had 0 total suspensions. We had a suspension rate of 0%.

Total Suspension Count (Total number of suspensions in the school year, this includes individual students being suspended multiple times.)

- **2021-22: 0 total suspensions**
 - EML: 0%
 - Hispanic/Latino: 0%
 - Black/AA: 0%
 - SED: 0%
 - SPED: 0%
 - White: 0%
- **2022-23 Semester 1: # total suspensions**
 - EML: #%
 - Hispanic/Latino: #%
 - Black/AA: #%
 - SED: #%
 - SPED: #%
 - White: #%

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

- **2021-22: #%**
 - EML: #%
 - Hispanic/Latino: #%
 - Black/AA: #%
 - SED: #%
 - SPED: #%
 - White: #%
- **2022-23 Semester 1: # total suspensions**
 - EML: #%
 - Hispanic/Latino: #%
 - Black/AA: #%
 - SED: #%
 - SPED: #%
 - White: #%

Truancy Rate (Students that have three or more full day **unexcused absences** in the school year)

- **2021-22: #%**
 - EML: #%
 - Hispanic/Latino: #%
 - Black/AA: #%
 - SED: #%
 - SPED: #%
 - White: #%
- **2022-23 Semester 1: # total suspensions**
 - EML: #%
 - Hispanic/Latino: #%
 - Black/AA: #%
 - SED: #%
 - SPED: #%
 - White: #%

California Healthy Kids Survey (CHKS) Data from 2024-25

- **School Engagement and Supports**
 - School connectedness: #%
 - Caring adult relationships: #%
 - Academic motivation: #%
- **School Safety**
 - School perceived as very safe or safe: #%
 - Experienced any harassment or bullying: #%
 - Seen a weapon on campus: #%
- **Adult and Peer Relationships**
 - Adult supports: #%
 - Peer supports: #%
 - Cyberbullying: #%
- **Social and Emotional Health**
 - Experience chronic sadness/hopelessness: #%
 - Optimism: #%
 - Gratitude: #%

Child Abuse Reporting Procedures

1. Initial Telephone Report

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

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

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

2. Written Report

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

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

Suspension and Expulsion Procedures

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

Procedures for Teachers Notification

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

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

Sexual Harassment Policy

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

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

School-wide Dress Code

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

Dress Code for Adelante Charter School Students

Neatness in appearance and appropriateness of dress are required at all times. All uniform shirts are to be **embroidered** with the school name.

- **School uniforms** should be worn on a daily basis except for the last Friday that we have classes each month, which is free dress day. However, for field trips on a Free Dress Friday the students must wear their teal school shirt.
- Hairstyle and hair color **may not be distracting** to the learning environment. For example, no Mohawks, shaved designs, etc.
- Face, hands and arms should be free of any decoration, tattoos or coloring. No make-up may be brought to school.
- Athletic or simple, covered shoes are required for school. Feet **must** be covered within the shoe. Sandals, platform, and skate (heelies) shoes are unacceptable.
- Oversized clothing is not permitted. Hats are allowed on the playground and on field trips as long as they are appropriate.
- Sweatpants, blue jeans and camouflage pants are not part of the school uniform.

Appropriate School Uniform Attire consists of the following:

- Teal polo with embroidered school name
- Teal polo for ALL field trips
- Khaki/tan pants, shorts, skirt, jumper
- Gray ACS sweatshirt or Gray plain sweatshirt (CIMI and Día de Los Muertos okay)
- Long sleeve shirts worn under the polo on cold days are white, gray, black, beige/tan

The parents of students who are not dressed in appropriate school attire as stated in the dress code above will be called by the school office and asked to bring the appropriate articles of clothing for the student.

Procedures for Safe Ingress and Egress from School

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

ADELANTE DAILY SCHOOL SCHEDULE **2025-2026**

Breakfast CLASSES BEGIN Breakfast in the Cafeteria	7:30AM 8:00 AM
RECESS	Kindergarten 9:10 to 9:25 franklin playground 1 st 9:30 to 9:45 lower campus 2 nd - 3 rd 9:50 to 10:05 lower campus 4 th - 6 th 9:40 to 9:55 upper campus
LUNCH	K & 1 st 10:50 - 11:40 2 nd & 3 rd 11:15 - 12:00 4 th , 5 th & 6 th 11:50 - 12:35
RECESS	1 st 1:45 - 2:00 PM franklin playground 2 nd - 3 rd 1:15 - 1:30 PM lower campus
DISMISSAL	Kindergarten 2:00 PM 1 st -3 rd 2:50 PM 4 th -6 th 3:00 PM

DISMISSAL FOR ALL STUDENTS ON WEDNESDAY IS 1:00 PM
All grades get one 15 minute morning recess

Arriving to and departing from Campus:

The school day begins at 8:00am. There is no supervision before 7:30.

Students who enter through Gate 1 on Wilson Avenue (Kinder-6th) are greeted by parent volunteers who assist in escorting children from cars to the entrance of the school. This was a need identified by families and organized by PTSO. Classrooms are assigned weekly to provide volunteers for drop-off. This has greatly reduced traffic on Wilson Ave and improved safety for children. The City of SB installed signs along the loading area and repainted the white curb at the front of the school last year. This has helped to clear the area of cars in the mornings.

Bus transportation:

Bus transportation to and from school is provided by the Metropolitan Transit District of Santa Barbara. Bus schedules are available at www.sbmtd.gov. Questions regarding schedules should be directed to the MTD.

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

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

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

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

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

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

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

Safety Plan Goals for 2025-2026

Component 1: Physical Environment of the School

Goal 1: To create a physical place where students feel safe, cared for and connected.

- **Strategy # 1 Safe and orderly environment during the school day**
 - Related Activities: Expected behaviors taught in each classroom related to walking on campus, keeping voices at a reasonable level and maintaining a clean campus.
 - Person(s) responsible for implementation: Teachers, counselor, support staff, principal
 - Timeline for implementation: Ongoing- schoolwide plan and timeline for the behaviors to be taught.
 - Evaluation guidelines: Annual Parent Satisfaction Survey, CHKS
- **Strategy # 2 All Adelante families will be invited to an annual school beautification day to be held in the fall and/or in the spring** Related Activities: Partner with Raices the Sustainability Committee
 - Resources needed: Supplies
 - Person(s) responsible for implementation: Raices team
 - Timeline for implementation: When permitted
 - Evaluation guidelines: Annual Parent Satisfaction Survey, Raices Committee Report

- **Strategy # 3 An inventory of on-site emergency supplies will be conducted and replenished as needed.**
 - Related Activities: An audit of all emergency supplies currently found in classrooms and the “Emergency Supply Shed”
 - Resources needed: Replenishment supplies to replace expired or missing items : non-perishable food items, water, bandages, etc.
 - Person(s) responsible for implementation: Principal, custodians
 - Timeline for implementation: Begin in Spring - ongoing. Evaluation guidelines: Fully-stocked emergency supplies in classrooms in order to be prepared in the event of a large-scale disaster such as an earthquake.

Component 2: Environment Supporting Mental Wellness

Goal 2: Ensure the school environment is safe, nurturing and welcoming for all students, staff and families promoting high levels of engagement, connection, affirmed identity and overall well-being.

- **Strategy #1: All students will participate in Tribes Learning Community activities, SEL, Mindfulness or Community-building activities on a weekly basis**
 - Related Activities: Teachers will include implementation details in their weekly plans and all new staff will be trained. School counselor supporting SEL through classroom lessons
 - Person(s) responsible for implementation: Principal, School Psychologist, Counselor, Teachers
 - Timeline for implementation: Ongoing
 - Evaluation guidelines: Student social-emotional screener -New Social, Academic, Emotional, Behavior Risk Screener this year - (SAEBRS), CHKS results for school connectedness and safety, teacher surveys.
- **Strategy #2 Adelante will focus on affirming the identities of all children which supports an increased sense of connectedness to school and a sense of belonging.**
 - Related Activities: Provide students with books that represent themselves and help to affirm their identity. Staff will build relationships with students to identify their interests and use those interests to develop meaningful and relevant assignments.
 - Person(s) responsible for implementation: Principal, School Psychologist, Counselor, Teachers
 - Timeline for implementation: Ongoing
 - Evaluation guidelines: Student social-emotional screeners, CHKS results for school connectedness and safety, teacher surveys.
- **Strategy #3 The School Community will be provided information about SEL resources, the Core Values of Adelante Charter, bullying prevention and Restorative Approaches over the course of the school year.**
 - Related Activities: Grade level activities that address bullying /hate / injustice. Utilize “big buddy” time more intentionally to build community. Community participation in an anti-bullying campaign. Monthly Character Trait focus. K-6 Mindfulness and SEL - Supported by School Psychologist and Counselor. Mental Health Matters - 6th grade students participate in a unit focused on mental health.
 - Person(s) responsible for implementation: Principal, School Psychologist, Counselor, teachers and Parent Coordinator
 - Timeline for implementation: ongoing
 - Evaluation guidelines: Annual Parent Satisfaction Survey, CHKS results, SAEBRS

Rules and Procedures on School Discipline

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

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

Procedures Adopted Under the Safe and Drug-Free Schools Act

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

Discrimination and Harassment Policy and Procedures

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

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

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

Bullying Prevention Policies and Procedures

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

Site Council Committee Members Signatures

<u>Role</u>	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Chairperson	Sergio Arriaga		
Teacher	Leticia Lemus		
Non-Classroom Staff	Meaghan Romo		
Parent	Raeanne Napoelon		
Parent	Perla Camila		
Teacher	Lauren Macioce		
Non-Classroom Staff	Karla Centeno		

Comprehensive School Safety Plan Approval Signatures

School Site Administrator Date

ACS Board President Date

Introduction:

Purpose:

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

Scope:

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

Access and Functional Needs:

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

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

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

Points of Contact:

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

Principal: Javier Bolivar

Contact Number: (805) 966-7392

School Staff Responsible for Emergency Operations: Albert Sandoval

Contact Number: (805) 966-7392

Office Manager: Karla Centeno

Contact Number: (805) 708-0781

On-site Facilities: (805) 896-1619

Campus Safety Assistants or Playground Supervisors: Names (On Campus M-F 7:30-4:00)

**Jose Sandoval
Lauren Macioce
Norma Quezada
Susana Ramirez
Karla Centeno
Holly Gil**

After hours (on site facilities): Jose Godinez

ADELANTE CHARTER SCHOOL ICS Team Leaders- Update

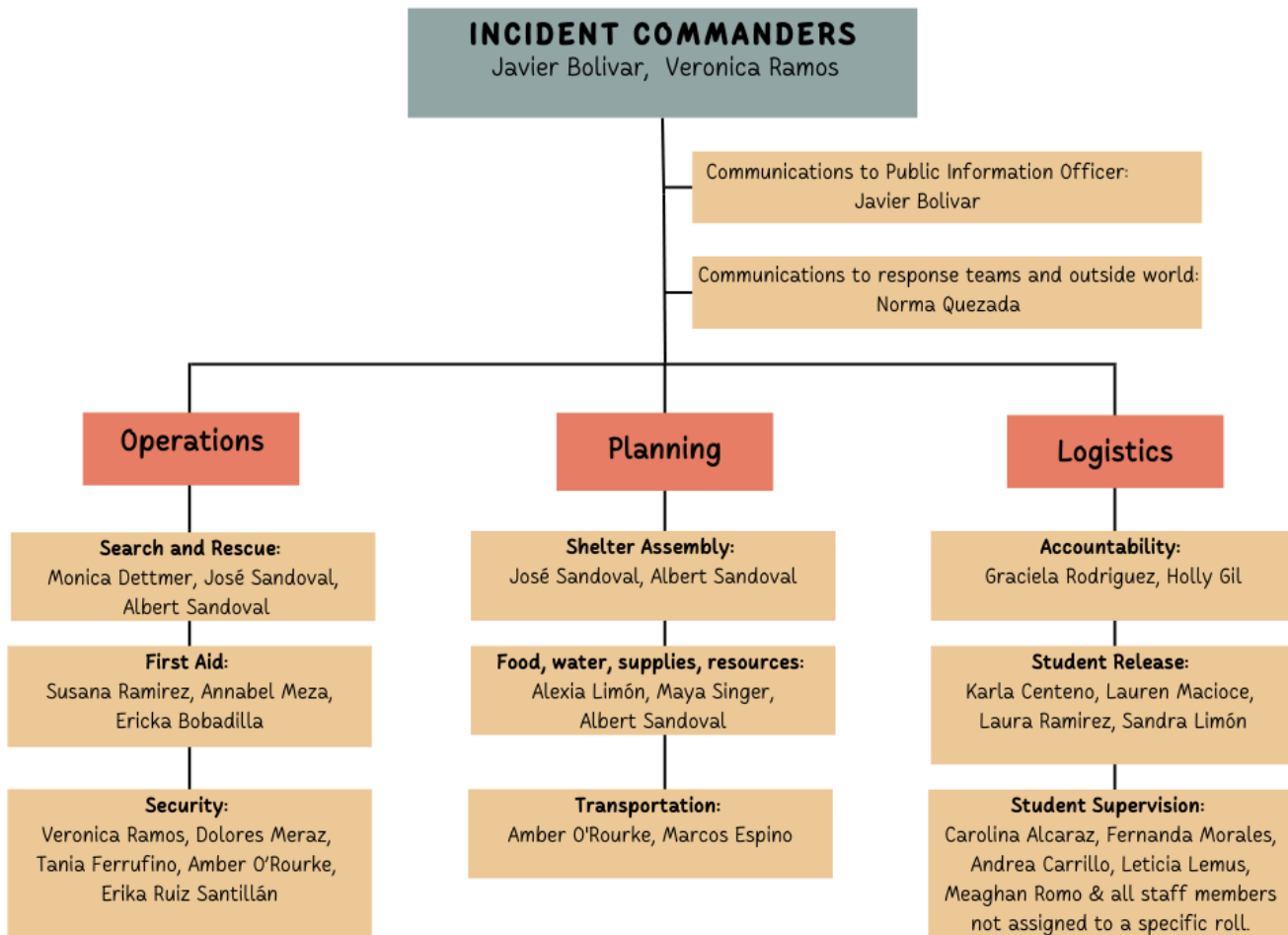
Commanders	Javier Bolivar Veronica Ramos - upper campus	<p>Their role is to manage the emergency ACS ICS Team Leaders responsibilities as needed. They are the main link for communication between school staff, ACS ICS Team Leaders and emergency service personnel, like Fire and Police. They will be based in the primary or secondary command center.</p> <p>They are responsible for all activities on the school site and should determine the schedule for their emergency teams.</p>
Accountability	Graciela Rodriguez Holly Gil	<p>These persons manage the emergency by controlling the traffic flow of parents and media until emergency services take over. The entire campus can become a crime scene, so be observant as to what is going on outside the building and on outlining borders of the campus. Focus on the entrances and staging areas.</p>
Student Release	Karla Centeno Lauren Macioce Laura Ramirez Sandra Limon	<p>This team should document and assist the teachers in the release of students to parents and designated adults.</p> <p>Meet, direct and share information with parents. Designate a staging area on campus and off campus. Reassure parents and give instructions and information in a firm calm voice. Ensure student release is documented.</p>
Shelter Assembly	Albert Sandoval José Sandoval	<p>This is a team member that will be trained to assist in the evacuation of all school facilities and coordinate the assembly and accountability of the employees and students once an evacuation has taken place.</p>

Security	Veronica Ramos Dolores Meraz Tania Ferrufino Amber O'Rourke Erika Ruiz Santillan	Team members are responsible for checking utilities and performing initial assessment of damage to buildings. This team will coordinate with the Search and Rescue Team. In addition, they should secure the campus to minimize unauthorized access or exit and direct student release area.
First Aid	Susana Ramirez Annabel Meza Ericka Bobadilla	This team should establish the first aid treatment areas, triage and provide first aid to the people arriving at these areas. This team will coordinate with the Search and Rescue Team. This team member reports to the incident site to treat victims until medical personnel arrive. Assist medical personnel as needed. Attend to individual medical needs of students, staff (e.g., diabetics). Keep student health records. Set up first aid/CPR training for staff as needed.
Search and Rescue	Monica Dettmer Jose Sandoval Albert Sandoval	<p>These team members will move quickly through the building and gather students and staff who are not in a secure location. Be sure to check restrooms, hallways, and other common areas. For a lock-down, take these people to a secured and supervised location. For an evacuation, move these people to the evacuation assembly area.</p> <p>They will rescue the trapped and injured and assist the First Aid Team in treating the injured. In addition, they should help suppress fires.</p>
Student Supervision	Carolina Alcaraz Fernanda Morales Andrea Carrillo Leticia Lemus Meaghan Romo All members not assigned to a specific role.	Are responsible for the supervision of all students in assembly area.

Transportation	Amber O'Rourke Marcos Espino	Meet and direct emergency personnel to the location of the incident. Have campus maps available at entrances and front office that include power, gas, ventilation and water shut-off locations. Be available for communications between emergency personnel and the command center. Take a look at your campus and surrounding areas to determine the best location for staging vehicles. Consider the manageability of the area and how quickly emergency personnel are able to get to the location. Make sure there is no conflict between helicopter landing areas where students are evacuated.
Food, water, supplies, resources	Albert Sandoval Alexia Limon Maya Singer	This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution and sanitation set-up.
Communications	Norma Quezada	These personnel are responsible for communications between the emergency response teams. They are also responsible for communication to the outside world, such as district office, emergency response personnel, the Red Cross, parents, etc. The communications person should prioritize communication in the following manner: <ol style="list-style-type: none"> 1. Life threatening, 2. Property-threatening and 3. Non-emergency.

Adelante Charter Emergency Response Plan

Organizational Chart

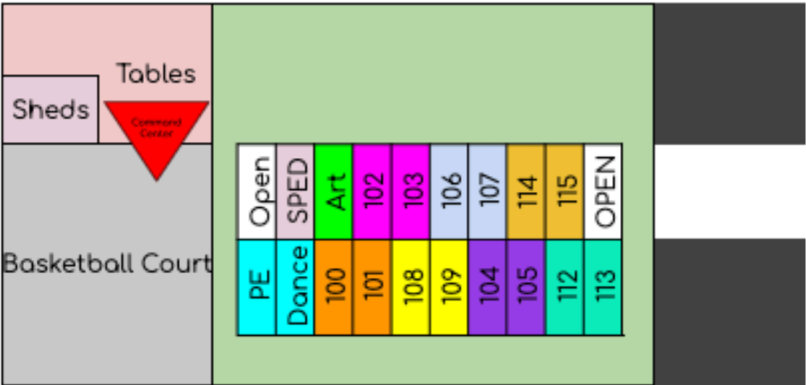


Site/Evacuation Map:

Each classroom is equipped with an Emergency Management Guide. This is located in a large manila envelope located at each door with procedures for all emergency situations that could arise on campus. It has detailed instructions for all evacuation procedures along with an evacuation map. All teachers are expected to follow these guidelines.



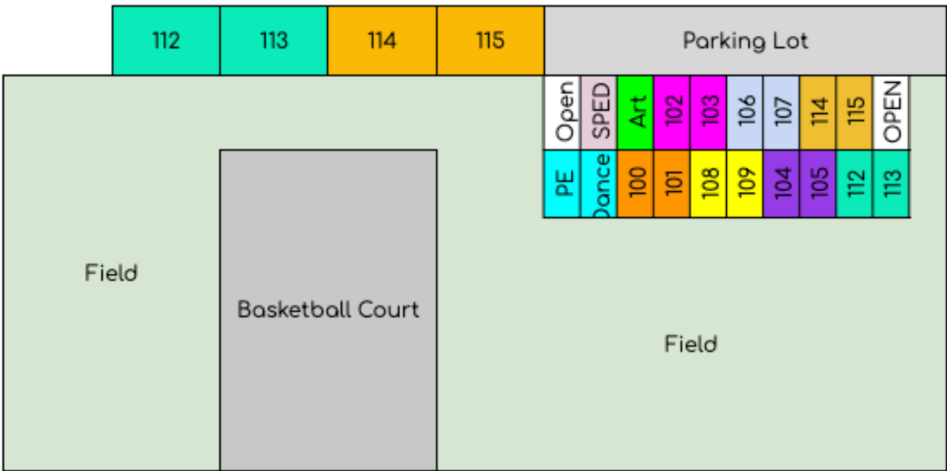
Lower Campus Evacuation Line Up



Adelante Charter School

Evacuation line up maps in case of an emergency.

Upper Campus Evacuation Line Up



Emergency Operations Plan:

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

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

Access and Functional Needs:

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

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

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

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

DRAFT

Standard Response Protocol:

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

Active Shooter Response

WHEN AN ACTIVE SHOOTER IS IN YOUR AREA	WHEN LAW ENFORCEMENT ARRIVES
1. RUN (Avoid)	<ul style="list-style-type: none">• Remain calm and follow instructions• Put down any items in your hands (i.e., bags/jackets)• Raise your hands and spread your fingers• Keep your hands visible at all times• Avoid quick movements towards officers such as holding onto them for safety• Avoid pointing, screaming, or yelling• Do not stop ask officers for help or directions when evacuating
<ul style="list-style-type: none">• Have an escape route and plan in mind• Leave your belongings behind• Keep your hands visible	
2. HIDE (Deny)	INFORMATION
<ul style="list-style-type: none">• Hide in an area out of the shooter's view• Block entry to your hiding place and lock the doors• Silence your cell phone and/or pagers	
3. FIGHT (Defend)	YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 9-1-1 OPERATOR
<ul style="list-style-type: none">• As a last resort and only when your life is imminent danger• Attempt to incapacitate the shooter• Act with physical aggression and throw items at the active shooter	<ul style="list-style-type: none">• Location of the active shooter• Number of shooters• Physical description of the shooter• Number and type of weapons held by the shooters• Number of potential victim at the location.

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

Fire Emergency Action Plan



Activate the closest Fire Alarm Station



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



Leave the building or affected area by the nearest exit



Do not use the elevator, **USE THE STAIRS**



Do Not Stop to collect personal belongings



Report to the closest Assembly Area



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



Follow the instructions at the Assembly Area

Earthquake

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

Immediately following an earthquake:

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

Checklists:

Active Shooter:

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

Allergic reaction

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

Bioterrorism

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

Bomb Threat / Suspicious Package

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

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

Dangerous Animal

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

Death of a Student

1. Call 911; Consider placing the school into a “Hold”
2. Notify Adelante School Board President, District Cabinet and Superintendent
3. Protect the scene
4. Convene school crisis team
5. Ensure family of deceased is notified through pre-established methods.
6. Alert counselors and nurses at schools where siblings are enrolled
7. Hold a faculty meeting as soon as possible to communicate next steps to staff.
8. Consider messaging requirements
9. Permit students to leave school only with parental permission.
10. Carefully track attendance
11. Consult with police officials involved with the death investigation in case they need to identify Witnesses
12. Assess instructional and support needs
13. Call in substitute teachers as needed
14. Keep time and procedures log of crisis response activities
15. Make home visits to affected families with counselors or crisis team members
16. Hold community support meetings if appropriate
17. Work with the counseling coordinator to initiate grief counseling plan as determined by need and severity of the situation
18. Conduct debriefing with school crisis team and staff members
19. Conduct an After Action Review

Earthquake

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

Evacuate (SRP)

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

Fire

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

Hazardous Materials

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

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

Heat Illness

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

Kidnapping

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

Lockdown (SRP)

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

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

Secure (SRP)

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

Missing Student

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

16. After crisis has ended, release the alert in the CrisisGo app
17. Conduct an After Action Review

Natural Disaster

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

Police Activity

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

Out of Control Person

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

Power Outage

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

Serious Injury or Illness

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

Shelter (SRP)

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

Suicide Committed

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

13. Conduct an After Action review

Suspicious Person or Activity

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

Tsunami

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

Weapons Reported on Campus

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

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

Protocol for Responding to Student's Opioid Overdose

OPIOID ANTAGONIST (NARCAN/NALOXONE) ADMINISTRATION PROCEDURE

1. RECOGNIZE

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

Opioid Overdose vs. Opioid High

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

2. RESPOND:

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

REVERSE:

1. ADMINISTER NALOXONE

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

2. MONITOR THE RESPONSE TO THE NARCAN

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

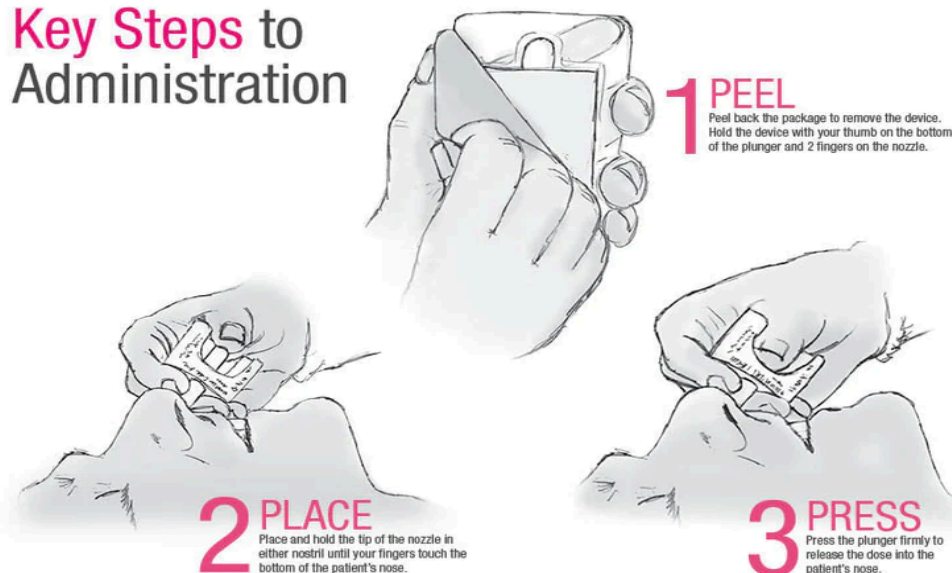
NOTE SIGNS OF OPIOID WITHDRAWAL

Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (goosebumps), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening

3. REFER

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

Key Steps to Administration



Dangerous, Violent or Unlawful Activity

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

Accommodations for Students with Varied Abilities

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

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

A. Planning Needs and Assumptions

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

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

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

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

MITIGATION AND PREVENTION

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

A. Teacher Survey - Students Needing Special Assistance

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

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

B. Mitigation Strategies

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

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

IV. PREPAREDNESS

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

A. General Strategies

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

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

C. Medication Management

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

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

D. Access to Communication

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

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

E. Time Management

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

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

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

F. Key Practices for Certain Impairments

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

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

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

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

- comfort items
- pen and paper
- visual communication instructions

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

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

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

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

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

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

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

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

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

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

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

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

IV. RESPONSE

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

A. Leadership by District of Service

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

B. Assess the Situation

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

C. Announce the Emergency

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

- there is an emergency
- how to exit

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

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

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

4. To Evacuate Persons Using Wheelchairs:

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

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

IV. RECOVERY

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

A. Supportive Services

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

C. Reassurance

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

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

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

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

Appendix A: School Emergency Evacuation Planning Checklist

APPENDIX A

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

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

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

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

Positive Students and Staff:

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

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

Symptomatic Students and Staff Protocol

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

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

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

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