

LAPromise

Charter Middle School #1

Safe School Plan

2020-21

Contact Information:

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4920 S. Western Avenue

Los Angeles, CA 90062

This document is available for public inspection at the Main Office and on website at
www.lapcms.org.

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The Comprehensive School Safety Plan Overview

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

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Prepared by:

Liliana Vasquez
Director of Operations

Reviewed and Approved by:

X School Site Council, Date Approved: 2/5/20

X LA Promise Fund Schools Committee, Date Approved: 2/20/20

- An evaluation of the 2019-20 School Safety Plan goals took place on 10/13/19 and 1/16/20 (EC 35294.2(e))
- Meetings were held on 10/13/19, 11/13/19, 1/16/20 and 2/5/20 at the School Site Council meetings, Parent Lounge, and Coffee with the Principal to obtain public input pursuant to EC 32288).
- School staff was advised of the updated school safety plan on 2/21/20 via email. (EC 35294.2(e))
- The most current copy of the school plan is available in the school office for public review.

General School Information

A. School Profile

The mission and vision of LA's Promise Charter Middle School is to promote every student with the skills and proficiency needed to succeed in high school, college, leadership and life.

Current enrollment: 219 students from August 20, 2019 to June 12, 2020

Total Staff (teaching and support): 27

B. Safe School Mission & Vision

At LA's Promise Charter Middle School, we will provide a safe and secure environment that provides students with a quality education to help eliminate inequality. The school will inspire the next generation of leaders who will attain the 21st century skills they need to navigate the world. Our students will become agents of change, advocating for themselves and their communities.

Our vision is to transform education in South Los Angeles and become a safe hub that graduates all students prepared for healthy and successful lives, thereby radically improving the future of an entire community. We are committed to ensuring that every child receives an excellent education at our school.

C. Description of School Facilities

The campus is housed in former church school facilities which have been re-purposed to accommodate a learning environment. Visitors are required to sign in at the office before visiting any of the classrooms.

4920 S. Western Campus Description		
Year Built	1949 & 1983	
Square Footage	12,279	
Number of Permanent Classrooms	6	
Administration Offices	1	
Support Offices	1	
Kitchen Area	1	
Staff restroom	2	
Number of Student Restrooms	2	1 Boys & 1 Girls

D. Personal Characteristics of Students and Staff

Student Demographics	
Ethnicity	%
Hispanic or Latino	66
African American	31
Other	2
Unclassified	1

Staff Demographics	
Ethnicity	%
Hispanic or Latino	52
African American	18.5
Caucasian	18.5
Asian	11

School Site Council Membership

Education Code Section 35294.2(e) requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the school site council.

A. Notifications and Communications

Required Notifications of Hearing

The following persons and entities were notified in writing of the public hearing concerning input on this Comprehensive School Safety Plan in accordance with the district's administrative regulations (AR 0450) (EC 35294.2(e)):

- Local mayor
- A representative of the local school employee organization (N/A)
- A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs
- A representative of each teacher organization at the school site (N/A)
- A representative of the student body government
- All persons who have indicated that they want to be notified

Notice to Public

The Comprehensive School Safety Plan prepared for the 2020-21 school year was shared with:
(EC 35294.2(e) and 35294.8(b))

- Parents at School Site Council Meetings

- School staff via email
- Communicated to the general public through the district website
- Communicated to Law Enforcement Agencies

Assurances

The school site council may include the following three essential components and/or strategies into this plan (AR 0450):

- Assuring each student, a safe physical environment
- Assuring each student, a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports

A. School Crime Status/Survey Results

LA's Promise Charter Middle School does not experience high incidents of crime on campus or during school- related functions. There are no known safety hazards on campus or nearby at this time.

2018-19 Panorama School Survey Results

LAPCMS	Student	Family	Teacher
Engagement	35%	26%	-
School Climate	45%	68%	31%
School Safety	50%	76%	-

KEY: Dissatisfied Needs Improvement Met

Additional Data

	17-18	18-19	Year to Date (as of 1/24/20)
Attendance Rate	95%	94%	96%
Suspension Rate	2.80%	1%	0%
Academic Data	16% ELA proficiency*; 9% Math proficiency*	15% ELA proficiency*; 8% Math proficiency*	8% ELA proficiency**; 5% Math proficiency**
Crime Stats - last 6 months of data (June 2019 - Dec. 2019)			
347 Violent Crimes			
631 Property Crimes			
186.3 Crimes per 10,000 people			
* Year-end CAASPP results			
** CAASPP yet to be administered			

B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- Safe School Needs Assessment
- Stakeholder input
- District input

(1) 2018-19 & 2019-20 Safe School Needs Assessment

What are Needs of School, Staff, and Students?			
Assure a Safe Physical Environment			
<input checked="" type="checkbox"/>	Improve safety of school grounds	<input checked="" type="checkbox"/>	Improve ingress/egress routes
<input checked="" type="checkbox"/>	Improve safety of buildings/classrooms	<input type="checkbox"/>	Improve safety of field/equipment
<input type="checkbox"/>	Improve internal security	<input checked="" type="checkbox"/>	Prepare students and staff for crisis emergencies
<input checked="" type="checkbox"/>	Improve exterior and/or perimeter security	<input checked="" type="checkbox"/>	Prevent and reduce vandalism and graffiti
<input checked="" type="checkbox"/>	Improve dropping off/picking up students	<input checked="" type="checkbox"/>	Prevent weapons on campus
<input type="checkbox"/>	Other		
Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:			
<input checked="" type="checkbox"/>	Community service opportunities	<input checked="" type="checkbox"/>	Problem solving skills
<input checked="" type="checkbox"/>	Parent involvement	<input checked="" type="checkbox"/>	Autonomy (sense of self/identity)
<input checked="" type="checkbox"/>	Alternatives to violence	<input checked="" type="checkbox"/>	Sense of purpose and future
<input checked="" type="checkbox"/>	Good Communication skills	<input checked="" type="checkbox"/>	Participation in academic activities
<input checked="" type="checkbox"/>	Character/value education	<input checked="" type="checkbox"/>	High academic self-expectations
<input checked="" type="checkbox"/>	Social competence	<input type="checkbox"/>	Other:
Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:			
<input type="checkbox"/>	Positive structure in classroom	<input checked="" type="checkbox"/>	Prevention and intervention strategies
<input checked="" type="checkbox"/>	Fair, consistent discipline and consequences	<input checked="" type="checkbox"/>	Anti-bullying/hazing
<input type="checkbox"/>	Acceptance of diversity	<input checked="" type="checkbox"/>	Ongoing staff development
<input checked="" type="checkbox"/>	Drug-Free school	<input checked="" type="checkbox"/>	Attendance enhancement
<input checked="" type="checkbox"/>	Character/values education	<input type="checkbox"/>	Gang suppression
<input checked="" type="checkbox"/>	Parent Involvement	<input checked="" type="checkbox"/>	Effective teacher/student relationships
<input checked="" type="checkbox"/>	Nurture positive self-esteem	<input type="checkbox"/>	Suicide prevention/response plans
<input checked="" type="checkbox"/>	High behavior expectations	<input checked="" type="checkbox"/>	Extra-curricular activities
<input checked="" type="checkbox"/>	Conflict resolution skills	<input checked="" type="checkbox"/>	Student recognition
<input checked="" type="checkbox"/>	Anger Management	<input checked="" type="checkbox"/>	Supervision of students across all settings
<input checked="" type="checkbox"/>	Personal and social responsibility	<input checked="" type="checkbox"/>	Student support
<input checked="" type="checkbox"/>	Collaboration among agencies, law enforcement and judicial system	<input type="checkbox"/>	Other
<input checked="" type="checkbox"/>	Participation in and collaboration of parents/students/community	<input type="checkbox"/>	

(2) Evaluation of 2018-19 & 2019-20 Action Plans/Goals

An evaluation of the school's progress in fulfilling Action Plans/Goals outlined in the 2018-19 & 2019-20 Comprehensive School Safety Plan was performed by: Staff including teachers and administrators, School Site Council and Parents

Component 1: People and Programs – Improve current school wide PBIS/Discipline Procedures	
Were Objectives met? How?	<p>Objective 1.1- Evaluate current PBIS/Discipline Procedures. This objective was met. The school did evaluate PBIS/discipline procedures using what they learned at the LACOE trainings.</p> <p>Objective 1.2- Create systems including forms and documentation for the procedures. This objective was met. The school created a system including forms (Minor Incident Report, Continuum of Procedures for Discouraging Behavior violations, & PBIS Flow Chart) for PBIS/discipline and related procedures.</p> <p>Objective 1.5- Include praise & positive reinforcement. This objective was met. The school is utilizing the Kickboard system to reward positive behavior and show recognition.</p> <p>Objective 1.6- Update current consequence chart and come up with a more positive name for it. This objective was met. The school updated the current consequence chart and renamed it the HOWL Behavior Matrix.</p>
Identify deficiencies in meeting objectives. Explain how the objectives/action plans can be strengthened.	<p>Objective 1.3- Assign a space for students to decompress. This could be a meditation planning/reflection room. There was no space this past school year to create a 100% of the time decompression space for students. The school did create a temporary meditation planning/ reflection room during lunch in one of the classrooms. Hopefully, the school will have more space next year in order to meet this objective.</p> <p>Objective 1.4- More Professional Development around PBIS. Professional Development in Crisis Prevention Instruction. The school is in its second year of PBIS training with LACOE. A small cohort of teachers are attending the trainings at LACOE and provide training about once a month to the rest of the staff. Ideally though the school would like to send more staff to outside training.</p> <p>Objective 1.7- Define restorative practices. With the additional training the school is improving its restorative practices, but hopes to define them more next year with additional structures.</p> <p>Objective 1.8- If funding allows hire staff to focus on PBIS/Restorative Justice. The school hired a School Culture Aide that will assist with the implementation of current PBIS procedures, but unfortunately did not have sufficient funds to hire someone for this to be their sole focus. Currently, a cohort of 4 teachers are leading the work in collaboration with administration. Ideally, next year there will be funds to hire someone.</p>

Component 2: Places – Improve monitoring of hallways and outside blacktop area.

Were Objectives met? How?	Objective 1.1- Hire more campus aides to monitor the hallways. Ask for parent volunteers to monitor the hallways. This objective was met. The school hired School Culture Aide to help monitor the hallways and blacktop area. A small group of 3-5 parents volunteer at least once a week to monitor the hallways.
Identify deficiencies in meeting objectives. Explain how the objectives/action plans can be strengthened.	<p>Objective 1.1- Hire more campus aides to monitor the hallways. Ask for parent volunteers to monitor the hallways. While the school did have more parents and volunteers on the school site they were focused on other projects such as Breakfast in the Classroom. Some parents are engaged to assist with monitoring the hallways and blacktop areas, but more training is needed. To improve this for next year the school will ensure that training of parents and staff on monitoring the hallways is put in place at the beginning of the year.</p> <p>Objective 1.2- Create signs on which side students should walk on in the hall. The school will ask the PBIS team to work with the Main office to create the signs.</p> <p>Objective 1.3- Ask parents to engage students in games to develop rapport. Create flyer and preplanned activities with parents. Implementing a Promise Parent Lounge to engage parents and create a school community. The school did implement a Promise Parent Lounge workshop series to engage more parents, building community and let them know of volunteering opportunities. Unfortunately, the series is not enough to engage parents in volunteering at the school site. The school clubs will begin offering "Family Nights" to see if that increases engagement and eventually volunteering.</p> <p>Objective 1.4- PD for parent volunteers/staff on how to engage students during breaks and lunch. The school will explore providing PD during Coffee with the Principal, Parent Lounges, and during Wednesday staff PD.</p>

(3) Conclusions of 2018-19 and 2019-20 Safe Schools Assessment

Areas of Pride and Strength: (Components 1 & 2)

1. Students have many opportunities to connect to school through afterschool programs, counseling groups, and caring educators.
2. Staff feel that internal security greatly improved.
3. Stakeholders felt that the school culture greatly improved by improving student recognition.
4. Stakeholders felt that supervision of students across all setting improved.

Areas to Change: (Components 1 & 2)

1. Some students have poor communication skills, poor problem solving/conflict resolution skills, and/or anger management issues.
2. The school needs to improve parent engagement.
3. The school needs to provide staff more training in PBIS and Crisis Prevention Instruction.
4. External security is an area of concern, but stakeholders are unsure of how to address as most of it is outside of their control.

Analysis of how the data, needs, and perceptions about the school's safety determined the goals

Analysis of the data and meeting with stakeholders demonstrated a greater need for more training, especially in Crisis Prevention. Although, families felt the school was safe internally, students felt more could be done. The school also needs to improve on how much and how they engage with students and families. The school will continue to engage stakeholders to obtain feedback, obtain solutions and implement.

Generalized statement of goals for 2018-19 and 2019-20

1. Students need to develop or enhance social skills, character traits, and communication skills for success now and

in their futures.

2. Staff and students will continue to maintain a physically safe campus and prepare for emergency situations.
3. Stakeholders appreciated the strides the school made in the area of PBIS and look forward to further refinement and implementation.

2020-21 Safe School Action Plans

After analyzing data, resources, and desired areas of change, LA's Promise Charter Middle School has determined that the following priorities for action are necessary to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Improve current school wide PBIS/Discipline Procedures	
Objective 1.1	Related Activities: Assign a space for students to decompress. This could be a meditation planning/reflection Room.	Person(s) Responsible:
		Administrators, Teachers, and Counselors
		Timeline for Implementation: Ongoing
Objective 1.2	Related Activities: Continue Professional Development around PBIS. Professional development in Crisis Prevention Instruction.	Person(s) Responsible:
		Administrators, Teachers, and Counselors
		Timeline for Implementation: Ongoing
Objective 1.3	Related Activities: Continue developing leadership skills of the HOWL Squad	Person(s) Responsible:
		Administrators, Teachers, and Counselors
		Timeline for Implementation: Ongoing
Objective 1.4	Related Activities: Conduct more town hall/assemblies where PBIS training is provided to students	Person(s) Responsible:
		Administrators, Teachers, and Counselors
		Timeline for Implementation: Ongoing
Objective 1.5	Related Activities: If funding allows hire staff to focus on PBIS/Restorative Justice.	Person(s) Responsible:
		Administrators, Teachers, and Counselors
		Timeline for Implementation: Ongoing

B. Component 2: Places

Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Improve monitoring of hallways and outside blacktop area.	
Objective 1.1	Related Activities: Hire more campus aides to monitor the hallways. Ask for parent volunteers to monitor the hallways.	Person(s) Responsible:
		Administrators, Teachers, Counselors, and Parents
		Timeline for Implementation: Ongoing
Objective 1.2	Related Activities: Create signs on which side students should walk on in the hall.	Person(s) Responsible:
		Administrators, Teachers, and Counselors
		Timeline for Implementation: Ongoing
Objective 1.3	Related Activities: All of the below are to engage parents, so they want to volunteer more at the school: <input type="checkbox"/> Ask parents to engage students in games to develop rapport.	Person(s) Responsible:
		Administrators, Teachers, and Counselors
		Timeline for Implementation:

	<input type="checkbox"/> Create flyer and preplanned activities with parents. <input type="checkbox"/> Implementing a Promise Parent Lounge to engage parents and create a school community. <input type="checkbox"/> Implementing a Family night for the schools clubs.	Ongoing
Objective 1.4	Related Activities: PD for parent volunteers/staff on how to engage students during breaks and lunch.	Person(s) Responsible:
		Administrators, Teachers, and Counselors
		Timeline for Implementation:
		Ongoing

School Safety Practices, Policies and Procedures

A. Child Abuse Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

LA's Promise Charter Middle School will provide annual training on the mandated reporting requirements, using the online training module provided by Safe Schools, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the Organization year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; and administrators. All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Reporting Procedures

- The mandated reporter must make a telephone report to a local law enforcement agency and/or a child or adult protective services agency immediately (e.g., Los Angeles Police Department, Los Angeles County Sheriff's Department, Department of Children and Family Services, Adult Protective Services) AND submit the written report to the agency called within 36 hours of receiving the information.
- The mandated reporter must immediately notify his/her site administrator of the incident, unless the allegation involves the site administrator. The site administrator must in turn immediately notify the Director of Schools.

B. Emergency Procedures

KEY DISTRICT EMERGENCY NUMBERS

FOR AN EMERGENCY DIAL 911

Co-Principals: David Carr & Rochelle Tawiah	562-544-2936 & 310-408-8006
School Business Operations Manager: Antonia Arguelles	213-394-2051
Director of Schools: Donna Jacobson	310-488-5441
Director of Operations: Liliana Vasquez	415-676-8734
President/CEO: Veronica Melvin	213-500-1324

(1) Incident Management

Personnel

Site Administrators

David Carr & Rochelle Tawiah

School Business Operations Manager

Antonia Arguelles

Office Coordinator

Seranie Ruiz

Security, Search and Rescue Team Members

David Carr, Rochelle Tawiah, Antonia Arguelles, & Seranie Ruiz

Medical Team Members

David Carr , Rochelle Tawiah, Antonia Arguelles, & Seranie Ruiz

Student Release Team Members

Antonia Arguelles & Seranie Ruiz

Student Care and Supervision Team Members

David Carr, Rochelle Tawiah, Antonia Arguelles, & Seranie Ruiz

(2) Emergency Telephone Numbers

EMERGENCY		911
LAPD Precinct: Southwest Community Police Station		(213) 485 -2582
Los Angeles County Fire Department Station 66		(213) 485 -6266
HOSPITALS	Address	Phone
Humphrey Comprehensive	5850 S. Main Street	(323) 846 -4312
Orthopedic Institute for Children	403 W. Adams Blvd Los Angeles, CA. 90007	(800) 823-4040
St. John Hospital	808 W. 58 th Street Los Angeles, CA. 90037	(323) 541 -1411
OTHER SERVICES		
Animal Control – South LA Office		(888) 452-7381
Poison Control		(800) 222-1222
L.A. County Environmental Health		(626) 813-3380
L.A. County Hazardous Materials and Waste		(800) 238-0173
L.A. County Public Health and Human Services		(213) 351-7800
L.A. County Office of Education		(562) 922-6111
L.A. County Office of Emergency Management		(323) 980-2260
Los Angeles Department of Water and Power		(800) 342 -5397

(3) District administration phone numbers

Director of Schools: Donna Jacobson	310-488-5441
Director of Operations: Liliana Vasquez	415-676-8734
President/CEO: Veronica Melvin	213-500-1324

(4) Site leaders phone numbers

Co-Principals: David Carr & Rochelle Tawiah	562-544-2936 & 310-408-8006
School Business Operations Manager: Antonia Arguelles	213-394-2051

(5) Situational Communications Plans

911 Calls	<ul style="list-style-type: none">• When placing a 911 call: give your name, school name, and school address• Give specific location of shooter, intruder, fire, hazardous material or another emergency• Indicate location of incident command post: main office on school site
Mass Notification to Parents	During an emergency: <ul style="list-style-type: none">• If possible, School Business Ops Manager will send SMS text alert and/or robo-call to all parents advising them on status of emergency and providing instructions for pick-up of students.
	After an emergency: <ul style="list-style-type: none">• SMS text alert and/or robocall system sends phone call to all parents with instructions for pick-up

(6) Contingency Plans

(a) Loss of Communication

If no telephone service:

Use personal cell phones
Use of battery-powered walkie-talkie two-way radios

If no Internet service:

Use personal cell phone (smart phone) to access internet via cellular tower

(7) Loss of Electricity

List loss of services in event of electrical outage:

Lighting
Computers
Internet
Land based phone system

In the event of a power outage, the Site Administrator will ensure students remain in a safe and adequately lit environment for the duration of the school day. Students may be moved to outdoor space or alternate classroom space (e.g. the gymnasium or auditorium) to access better natural lighting. To the greatest extent possible, regular instruction will resume using non-electrical devices, such as printed books, pen, pencil, and paper.

(8) Incident Command

4920 S. Western Avenue, LA, CA 90062

ICS Function	Primary Site	Secondary Site
Command Post	MPR	Lewis CME Parking Lot
Media Staging	Lewis CME Parking Lot	MPR
Security Team	Lewis CME Parking Lot	MPR
Search & Rescue	Lewis CME Parking Lot	MPR
Medical	Lewis CME Parking Lot	MPR
Student Care	Lewis CME Parking Lot	MPR
Student Release Area	MPR	Lewis CME Parking Lot
Emergency Vehicles	Lewis CME Parking Lot	Western Street

(9) Building Information

(a) 4920 S. Western Avenue, LA, CA 90062 Emergency Utility Shut-Offs

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical		x	Per landlord, contact them immediately to shut off
Gas	Total main gas shutoff		x	Per landlord, contact them immediately to shut off
Water	Main water		x	Partial shut off of water at front of building by planters, but for rest per landlord, contact them immediately to shut off

(b) 4920 S. Western Avenue, LA, CA 90062 Alarm Company Information

Company Name	Tri-West Security Systems
Office Phone	1800-766-8098
Locations of Control Panels	Parish Office & Provider Office in Annex

(c) Emergency Supplies

TYPE	LOCATION
First Aid Kit	Each Classroom (Backpack)
Lockdown Kit	Each Classroom (Backpack or Bucket)

(10) Incident Command Post

PREPARATION:

Principal & School Business Ops Manager:

1. Update teacher Crisis Envelopes with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each semester
 - d. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Update Emergency Response Backpacks with:
 - a. Student lists with parent phone numbers (each semester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home)
7. Each year in the Fall, review and update emergency plan.

EMERGENCY:

Principal, School Business Ops Manager:

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone.
5. Establish communication with the District offices as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

(11) Security, Search & Rescue Team

Fire and police personnel will conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

Know the location of:

1. fire extinguishers
2. central cut-off for water and electricity
3. emergency supply/tool barrels

EMERGENCY:

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

(12) Medical Team

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

EMERGENCY:

1. Check in with evacuation area leader.
2. Report to the first aid center.
3. Take student "health logs" to the first aid/triage area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

(13) Teacher "Buddy" List

Listed below are "buddy" teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each other's students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your "buddy".

Buddy Assignments- 4920 S. Western Avenue, LA, CA 90062

Staff	Staff
Tawiah	Arguelles
Carr	Ruiz
Perna	Pastor
Escoto	Rambo
Harris	Boyer
Rodriguez	Rice
A. Lopez	Murphy/Sanchez
Campos	De La O
R. Lopez	Claudia E.
MacDonald	O'Brien
Angulo	Mar

(14) Activity/Documentation Log

Begin documentation of an incident at the direction of the Incident Commander

Name: _____

Duty/Position: _____

[illegible]

(15) Student Emergency Evacuation Absence List

1. Please list all students absent from your class.
2. Check "Absent" if the student was absent at roll call.
3. Check "No show" if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
4. If all students on your class roster are present and accounted for, check the box below.
5. If you are the buddy teacher and do not know who is absent or missing, please check "buddy teacher" below and indicate total number of students present at evacuation site.

☐ "Buddy Teacher" Total # of students present _____

TEACHER _____

☐ All students present and accounted for.

[illegible]

(16) Emergency Evacuation Personnel Absence List

1. This list should include all district/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, outside vendors, psychologist, itinerant teachers, etc. It should be updated as necessary.
2. Mark the name of any support person who is absent.
3. Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

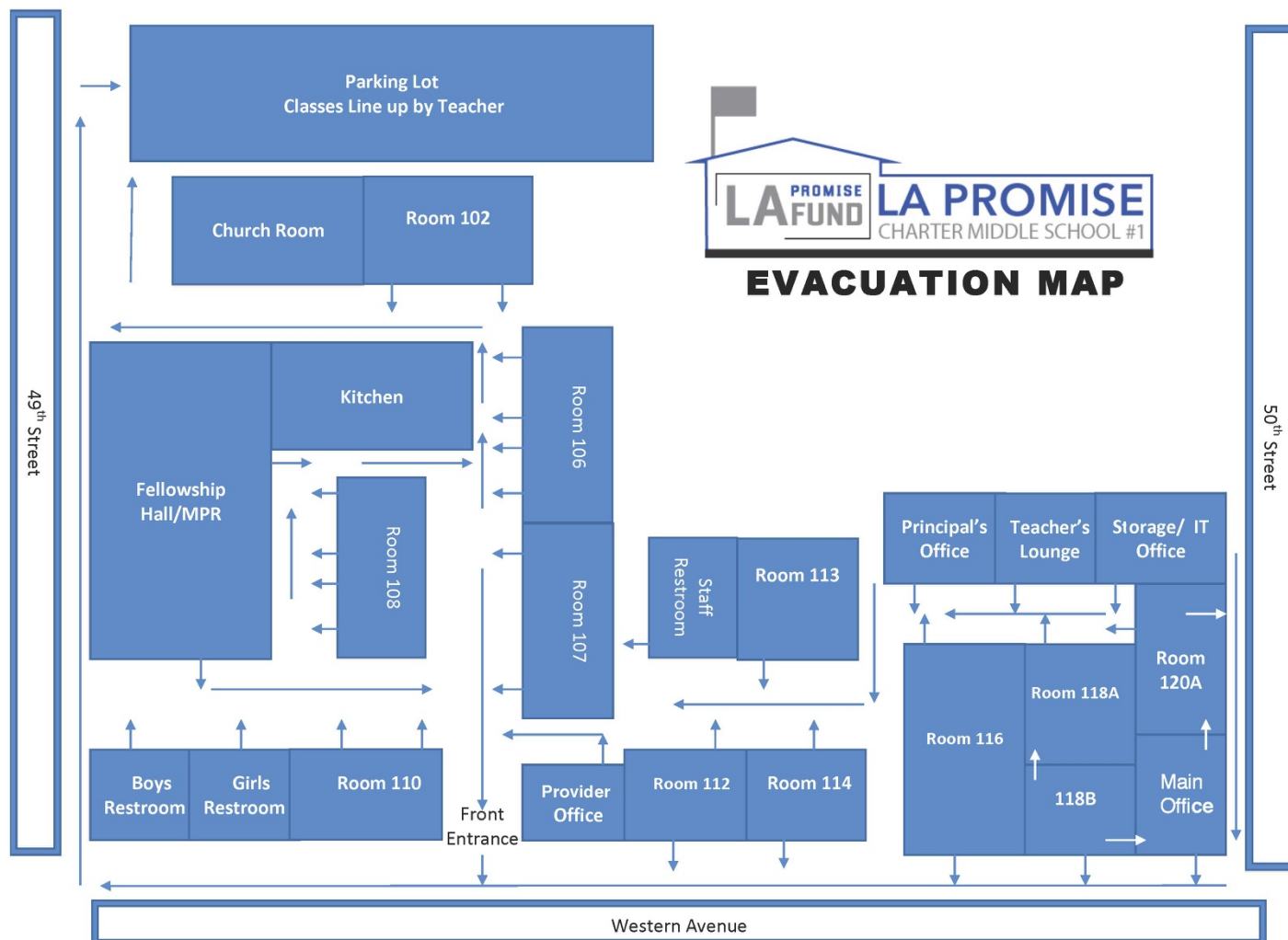
Name(s)	Present @Evacuation Site	Absent	No show/location

(17) Student Release Sign Out Sheet

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. If an adult is not on the emergency card, we will not release the student, unless the parent has given explicit directions for another adult to pick up the child. In all cases, IDs are carefully checked.

[illegible]

(18) 4920 S. Western Avenue, LA, CA 90062 Evacuation Map



(19) School Emergency Drill Report

School Year 2020-21

Fire Drill – Every school practices this procedure once each semester.

Earthquake Drill – Once a year, all schools conduct a full-scale earthquake exercise as part of the Great California Shake-Out. The drills are scheduled in the fall and all the elements of the school’s disaster plan are practiced on all LA Promise Charter School campuses.

Lockdown Drill – At least once a year, schools practice how they will respond to a threat on or near the campus.

Shelter- in-Place Drill – At least once a year, schools practice how they will respond to an environmental hazard on or near the campus.

Drop, Cover, and Hold On Drill –At least once a year, schools use this drill to remind students how to protect themselves during an earthquake.

Take Cover Drill – At least once a year, students practice how they would respond to gunfire or an explosion in the neighborhood.

(20) Emergency Drill Planning Calendar

The purpose of conducting drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site’s emergency response protocols.

Semester 1	
Drill Type	Date
Fire	8/27/2020
Shelter in Place	09/11/2020
Earthquake	10/15/2020
Lockdown	11/17/2020
Take Cover	12/7/2020

Semester 2	
Drill Type	Date
Fire	1/26/2021
Drop, Cover, and Hold On Drill	2/23/2021
Shelter in Place	3/18/2021
Take Cover	4/27/2021
Fire	5/12/2021
Drop, Cover, and Hold On Drill	06/01/2021

(21) Emergency Drill Practice Reports

Emergency Drill Practice Report

For School Year _____

Please retain this record at site for Fire Department Inspection

EMERGENCY FIRE DRILL RECORD

IN CASE OF A REAL EMERGENCY,
SOUND THE ALARM AND CALL 911

	Date	Time	Who Conducted Drill	Which Device Activated	Comments and Notes
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

Note: Alarm system must be used for drill and complete evacuation is required.

Emergency Drill Practice Report

For School Year _____

Please retain this record at site for Fire Department Inspection

Earthquake Drop/Cover/Hold Drill			Lock Down Drill or Shelter-in-Place			Take Cover Drill		
	Date	Initial		Date	Initial		Date	Initial
<input type="checkbox"/> January	_____	_____	<input type="checkbox"/> January	_____	_____	<input type="checkbox"/> January	_____	_____
<input type="checkbox"/> February	_____	_____	<input type="checkbox"/> February	_____	_____	<input type="checkbox"/> February	_____	_____
<input type="checkbox"/> March	_____	_____	<input type="checkbox"/> March	_____	_____	<input type="checkbox"/> March	_____	_____
<input type="checkbox"/> April	_____	_____	<input type="checkbox"/> April	_____	_____	<input type="checkbox"/> April	_____	_____
<input type="checkbox"/> May	_____	_____	<input type="checkbox"/> May	_____	_____	<input type="checkbox"/> May	_____	_____
<input type="checkbox"/> June	_____	_____	<input type="checkbox"/> June	_____	_____	<input type="checkbox"/> June	_____	_____
<input type="checkbox"/> July	_____	_____	<input type="checkbox"/> July	_____	_____	<input type="checkbox"/> July	_____	_____
<input type="checkbox"/> August	_____	_____	<input type="checkbox"/> August	_____	_____	<input type="checkbox"/> August	_____	_____
<input type="checkbox"/> September	_____	_____	<input type="checkbox"/> September	_____	_____	<input type="checkbox"/> September	_____	_____
<input type="checkbox"/> October	_____	_____	<input type="checkbox"/> October	_____	_____	<input type="checkbox"/> October	_____	_____
<input type="checkbox"/> November	_____	_____	<input type="checkbox"/> November	_____	_____	<input type="checkbox"/> November	_____	_____
<input type="checkbox"/> December	_____	_____	<input type="checkbox"/> December	_____	_____	<input type="checkbox"/> December	_____	_____

Administrator _____

(Signature)

(22) Students with Special Needs Emergency Procedures

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Special Needs Coordinator is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
5. Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.
6. Use the format below to complete an Individual Emergency Procedures Plan for each special need student. Place a copy of the plans in the Site Emergency Operations Plan.

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

(23) Tactical Response

Any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the

affected school premises, and apprehend the criminal perpetrator(s), shall be developed by administrators with law enforcement officials consulting.

(24) Emergency Actions & Alert Level Procedures

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others.

Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS	
ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.	DROP/DUCK/COVER AND HOLD ON The action taken during an earthquake to protect students and staff from flying and falling
EVACUATION The orderly movement of students and from school buildings to another area conditions outside are safer than inside.	LOCKDOWN Initiated when there is an immediate or threat to occupants of a school building movement within will put students and staff jeopardy. Lockdown involves a “no one in, no out” scenario.
SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.	STAND BY Students and staff that further instructions will follow shortly.
SPECIALIZED EMERGENCY ACTIONS	
CONVERT SCHOOL Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Los Angeles County Department of Health and Human Services or American Red Cross)	DIRECTED TRANSPORTATION Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.
OFF-SITE EVACUATION Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.	REVERSE EVACUATION Initiated if an incident occurs while students are outside and conditions are safer inside the building.

STUDENT RELEASE Instructs staff to prepare for releasing students from school during the academic day.	TAKE COVER Instructs staff and students to move to and take refuge in the best shielded areas within the school buildings.
--	--

(25) All Clear

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **SHELTER IN PLACE**
- **EVACUATION and REVERSE EVACUATION**
- **STANDBY**
- **LOCKDOWN**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public-address system:
2. Example: **"Your attention please.** (Pause)
 ALL CLEAR. (Pause) **ALL CLEAR.**
 (Pause) **ALL CLEAR.** (Pause).
 It is now OK to resume normal school activities. Thank you all for your cooperation."
3. Use messengers with oral or written word as an alternate means of staff notification.
4. Use Parent Telephone Notification System, if appropriate.

SITE ADMINISTRATOR ACTIONS:

1. Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
2. Make the **ALL CLEAR** announcement.
3. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
2. Use Parent Square System, if appropriate.

(26) Duck, Cover, and Hold On

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public-address system and by teachers in classrooms:

Example: "Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:**Inside**

1. Arrange desks so that they do not face windows.
2. Instruct students to move away from windows.
3. Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
4. Remain in place until shaking stops or for at least 20 seconds.
5. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

1. Instruct students to move away from buildings, trees, overhanging wires **and DUCK, COVER and HOLD ON.**
2. Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
3. Remain in place until shaking stops or for at least 20 seconds.

(27) Evacuation

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post-earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public-address system:

Example: "Attention please. We need to institute an EVACUATION of all buildings.

Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

SITE ADMINISTRATOR:

1. The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current

emergency, designate an alternate Assembly Area.

2. When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
3. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
2. Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
3. Remain in the Assembly Area until further instructions are given.
4. Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

(a) HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually impaired individuals

1. Announce the type of emergency.
2. Offer your arm for guidance.
3. Tell person where you are going, obstacles you encounter.
4. When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

1. Turn lights on/off to gain person's attention -OR-
2. Indicate directions with gestures -OR-
3. Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

1. Evacuate these individuals as injured persons.
2. Assist and accompany to evacuation site, if possible -OR-
3. Use a sturdy chair (or one with wheels) to move person -OR-
4. Help carry individual to safety.

To evacuate individuals using wheelchairs

1. Give priority assistance to wheelchair users with electrical respirators
2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
3. Reunite person with the wheelchair as soon as it is safe to do so.

(28) Lockdown

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large

Extreme violence outside the classroom LOCKDOWN differs from SHELTER-IN-PLACE because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

Make an announcement in person directly or over the public-address system: Example: "**Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement.**"

SITE ADMINISTRATOR ACTIONS:

1. Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
2. Call 911. Provide location, status of campus, all available details of situation.
3. When clearance is received from appropriate agencies, give the ALL CLEAR instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
4. Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
2. Immediately lock doors and instruct students to lie down on the floor.
3. Close any shades and/or blinds if it appears safe to do so.
4. Remain quiet and calm in the classroom or secured area until further instructions are provided by the site administrator or law enforcement.

STUDENT ACTIONS:

1. Move quickly and quietly to the closest safe classroom.
2. If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the site administrator or police.

(29) Shelter in Place

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. **SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

Make an announcement in person directly or over the public-address system:

Example: "**Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions.**"

SITE ADMINISTRATOR ACTIONS:

1. Make an announcement on the public-address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
2. When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
3. Arrange for central HVAC shutdown, as necessary. **TEACHER and STAFF ACTIONS:**
4. Immediately clear students from the halls. Stay away from all doors and windows.
5. Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
6. Secure individual classrooms:
 - a) close and lock doors and windows
 - b) shut down the classroom HVAC system
 - c) turn off local fans in the area
 - d) seal gaps under doors and windows with wet towels or duct tape
 - e) seal vents with aluminum foil or plastic wrap
 - f) turn off sources of ignition, such as pilot lights.
7. Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

(30) Stand By

STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another **ACTION** or the **ALL CLEAR instruction** to return to normal school activities.

ANNOUNCEMENT:

Make an announcement in person directly or over the public-address system:

Example: "**Attention please.** (Pause) **STAND BY.** (Pause) **STAND BY.** (Pause)
STAND BY. (Pause) Additional information will follow."

1. Use messengers with oral or written word as an alternate means of faculty notification.
2. Use Parent Square System, if appropriate.

STAFF ACTIONS:

1. If outside, teachers are to return students to their classrooms.
2. If inside, teachers will hold students in classrooms pending receipt of further instructions.
3. **STAND BY** must be followed by another **ACTION** or **ALL CLEAR** instruction to return to normal school activities.

(31) Convert School

CONVERT SCHOOL is implemented during a disaster when a requirement exists for community medical facilities or shelters. **CONVERT SCHOOL** will be initiated only by the Chief Operations Officer, Chief Executive Officer and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another **ACTION** such as **EVACUATION**. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

ANNOUNCEMENT:

During School Hours

Make the following announcement in person directly or over the public-address system:

Example: "**Attention please.** (Pause) **CONVERT SCHOOL.** (Pause) **CONVERT SCHOOL.** (Pause) **Thank you.**"

Other than School Hours

Use the School Personnel Telephone Notification System to notify all school employees.

SITE ADMINISTRATOR ACTIONS:

During School Hours

1. Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
2. Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
3. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

1. Alert school employees through the School Personnel Alerting System.
2. Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify District Office for assistance by other means.
3. Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)

4. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

(32) DirectedTransportation

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

Make the following announcement in person directly or over the public-address system:

Example: "Attention please. (Pause) **DIRECTED TRANSPORTATION when dismissal bell rings.** (Pause) **DIRECTED TRANSPORTATION when dismissal bell rings.** (Pause) Thank you."

1. Use messengers with oral or written word as an alternate means of staff notification.
2. Use Parent Square System, if time permits.

SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

1. Who is assigned to each loading area?
2. Where are loading areas?
3. What, if any, change in vehicle traffic patterns are necessary?
4. What staff supervises this ACTION, and where?
5. How can sufficient transportation be arranged to accommodate the entire student population and staff?

TEACHER ACTIONS:

1. Take attendance before leaving the campus.
2. Upon arrival at the safe site, take attendance again after students exit the bus.
3. Report attendance to the site administrator/designee.
4. Keep students together. Remain calm. **STUDENT ACTIONS:**
5. Remain quiet and seated while on the bus.
6. Keep head, hands, backpacks, etc. away from the open windows.
7. Stay together at the alternate site. Remain calm.
8. Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

- Drivers should take the safest route to the pre-identified evacuation sites.
- Account for all students before transportation occurs and after arrival at the safe site.

(33) Off-SiteEvacuation

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes

from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post-earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public-address system:

Example: "Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

SITE ADMINISTRATOR ACTIONS:

1. Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
2. Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
3. When clearance is received from appropriate agencies, give the ALL CLEAR instruction and authorize students and staff to return to the classrooms.
4. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
2. If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
3. Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to site administrator/designee.
4. Remain in place until further instructions are given.

(34) ReverseEvacuation

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT:

Make an announcement over the public-address system or in person directly:

Example: "Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."

SITE ADMINISTRATOR:

1. Determine a safe inside location on the school campus for parents, visitors and contractors on campus when

the emergency occurs.

2. When clearance is determined, or received from appropriate agencies that it is safe to be
3. outdoors, announce **ALL CLEAR** to resume school activities.
4. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
2. Take attendance when the class is reassembled in the classroom. Report attendance to the
3. Incident Commander/designee.
4. Remain in the classroom until further instructions are given.
5. Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

(35) Student Release

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

INCIDENT COMMANDER (SITE ADMINISTRATOR) ACTIONS:

1. Set up Incident Command Post (ICP).
2. Notify staff of school evacuation and communicate that this is not a drill.
3. Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
4. Determine medical and assistance needs after population assessment. Determine search and rescue needs.
5. Reassess as situation changes. Reassign emergency teams as needed.
6. Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

1. Evacuate students to designated area, with students grouped as determined by district or school site.
2. Take roll by using class roster in emergency backpack.
3. Report population assessment to Incident Commander by holding up green or red card. Mark class roster with student status beside name:
A = Absent
M = Medical; students taken to the First Aid station
U = Missing/Unaccounted
4. Organize students. Monitor students' medical and emotional condition.
5. Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

1. Take supplies to designated Request/Release Table locations.
2. Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
3. Post signs and set out print outs of Student Emergency Cards or laptops with SIS access for each line. Identify volunteer runners and review where to find students.
4. Wear identifying vests or hats.
5. Distribute clipboards with Student Request Forms to parents in line.
6. Set out white board for special instructions and parent requests.
 - a. If an adult is not on the emergency card, we will not release the student, unless the parent has given explicit directions for another adult to pick up the child. In all cases, IDs are carefully checked.

7. Pull print outs of absent, injured and missing students. Note status on those print outs and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

1. Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
2. Set out traffic cones to cordon off parking for emergency vehicles.
3. Maintain order in parking areas; direct cars away from areas for emergency vehicles.
4. Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
5. For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

1. Provide information about student release procedures to parents.
2. Maintain white board with special information.
3. Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Site Administrator or staff member)

1. Maintain order at Student Request Table; calm agitated parents and students.
2. Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
3. Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

1. Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
2. Retrieve student and escort him/her to Student Release Table -OR- return to Student Request
3. Table with status information on those who are not in the Student Assembly Area.

(36) Take Cover

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) TAKE COVER (Pause) T A K E COVER. (Pause) TAKE COVER (Pause) E n e m y attack imminent."

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

SITE ADMINISTRATOR ACTIONS:

1. Give clear instructions, remain calm and convey reassurance.
2. When clearance is received from appropriate agencies, give another ACTION instruction or the ALL CLEAR to indicate that the normal school activities can resume.
3. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Emergency Responses

This section establishes procedures to be followed that will minimize or nullify the effects of the emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

(1) ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

1. Report accident to site administrator and school office.
2. Provide for immediate medical attention (Code BLUE announcement), including performing necessary life sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
3. For relatively minor events, take students to school office for assistance.
4. Complete an Accident Report or Behavioral Incident Report to document what occurred.

SITE ADMINISTRATOR ACTIONS:

1. Provide appropriate medical attention. Call 911, if needed.
2. Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
2. Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Blood borne Pathogen Program).
3. Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

(2) AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

STAFF ACTIONS:

AIRCRAFT CRASHES INTO THE SCHOOL

1. Notify site administrator.
2. Move students away from immediate vicinity of the crash.
3. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away

from the crash scene. Take class roster and emergency b a c k p a c k .

4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the Director of Operations &/or Principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
3. Notify Charter School Principal, who will contact the Office of Emergency Services.
4. Arrange for first aid treatment and removal of injured occupants from building.
5. Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
6. Account for all building occupants and determine extent of injuries.
7. Do not re-enter building until the authorities provide clearance to do so.

AIRCRAFT CRASHES NEAR SCHOOL

STAFF ACTIONS:

1. Notify Principal
2. Move students away from immediate vicinity of the crash.
3. Remain inside with students unless subsequent explosions or fire endanger the building.

SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Initiate SHELTER IN PLACE, if warranted.
3. Initiate REVERSE EVACUATION for students and staff outside or direct them to designated area until further instructions are received.
4. Ensure that students and staff remain at a safe distance from the crash.
5. Notify Charter School Principal, who will contact the Office of Emergency Services.
6. Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

(3) AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

SITE ADMINISTRATOR ACTIONS:

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
4. Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
5. Instruct employees to minimize strenuous physical activity.
6. Cancel any events that require the use of vehicles.
7. Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

1. Remain indoors with students.
2. Minimize physical activity.
3. Keep windows and doors closed.
4. Resume normal activities after the All Clear signal is given.

(4) ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness.

STAFF ACTIONS:

1. If imminent risk, call 911.
2. Send for immediate help, radio Call is Code BLUE (request for First Aid, CPR, medical) and medication kit (for known allergies).
3. Notify Principal
4. Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school office).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

SITE ADMINISTRATOR ACTIONS:

1. If imminent risk, call 911 (always call 911 if using "Epi" pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

1. Keep an "Epi" pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

(5) ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

SITE ADMINISTRATOR ACTIONS:

1. Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
2. If the animal is outside, keep students inside and institute a LOCKDOWN.
3. If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
4. Contact the Los Angeles Animal Care and Control for assistance in removing the animal.
5. If the animal injures anyone, seek medical assistance by calling 911.
6. Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

1. If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
2. If the animal is inside, EVACUATE students to a sheltered area away from the animal.
3. Notify the Principal if there are any injuries.

(6) BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supplies
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

1. Notify Principal.
2. Move students away from immediate vicinity of danger (if outside, implement REVERSE EVACUATION).
3. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
4. Follow standard student assembly, accounting and reporting procedures.

SITE ADMINISTRATOR ACTIONS:

1. Initiate SHELTER IN PLACE.
2. Shut off HVAC units.
3. Move to central location where windows and doors can be sealed with duct tape.
4. Call 911. Provide location and nature of the emergency and school actions taken.
5. Notify Charter School Principal of the situation.
6. Turn on a battery powered commercial radio and listen for instructions.
7. Complete the Biological and Chemical Release Response Checklist
8. Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
9. Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

1. Notify site administrator.
2. Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
3. Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
4. Follow standard student assembly, accounting and reporting procedures.
5. Prepare a list of those who are in the affected area to provide to emergency response personnel.

SITE ADMINISTRATOR ACTIONS:

1. Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
2. Move up-wind from the potential danger.
3. Call 911. Provide exact location and nature of emergency.
4. Designate security team to isolate and restrict access to potentially contaminated areas.
5. Wait for instructions from emergency responders-- Health or Fire Department.
6. Notify Charter School Principal of the situation.
7. Arrange for immediate psychological counseling for students and staff.
8. Complete the Biological and Chemical Release Response Checklist
9. Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

1. Wash affected areas with soap and water.
2. Immediately remove and contain contaminated clothing
3. Do not use bleach on potentially exposed skins.
4. Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

(7) BOMBTHREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

1. Listen. Do not interrupt caller.
2. Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
3. Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
4. Notify site administrator immediately after completing the call.
5. Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

1. Note the manner in which the threat was delivered, where it was found and who found it.
2. Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify site administrator.

SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
3. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
4. Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
5. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
6. If it is necessary to evacuate the entire school, use the fire alarm.
7. Notify the Charter School Principal of the situation.
8. Direct a search team to look for suspicious packages, boxes or foreign objects.

9. Do not return to the school building until it has been inspected and determined safe by proper authorities.
10. Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

1. Use a systematic, rapid and thorough approach to search the building and surrounding areas.
2. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
3. If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

1. Evacuate students as quickly as possible, using primary or alternate routes.
2. Upon arrival at the designated safe site, take attendance. Notify the site administrator of any missing students.
3. Do not return to the building until emergency response officials determine it is safe.

(a) BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf Copies should be available at all stations

where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

• No return address	• Poorly handwritten
• Excessive postage	• Misspelled words
• Stains	• Incorrect titles
• Strange odor	• Foreign postage
• Strange sounds	• Restrictive notes
• Unexpected delivery	

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent <input type="checkbox"/> Angry <input type="checkbox"/> Calm <input type="checkbox"/> Clearing throat <input type="checkbox"/> Coughing <input type="checkbox"/> Cracking voice <input type="checkbox"/> Crying <input type="checkbox"/> Deep <input type="checkbox"/> Deep breathing <input type="checkbox"/> Disguised <input type="checkbox"/> Distinct <input type="checkbox"/> Excited <input type="checkbox"/> Female <input type="checkbox"/> Laughter <input type="checkbox"/> Lisp <input type="checkbox"/> Loud <input type="checkbox"/> Male <input type="checkbox"/> Nasal <input type="checkbox"/> Normal <input type="checkbox"/> Ragged <input type="checkbox"/> Rapid <input type="checkbox"/> Raspy <input type="checkbox"/> Slow <input type="checkbox"/> Slurred <input type="checkbox"/> Soft <input type="checkbox"/> Stutter	<input type="checkbox"/> Animal Noises <input type="checkbox"/> House Noises <input type="checkbox"/> Kitchen Noises <input type="checkbox"/> Street Noises <input type="checkbox"/> Booth <input type="checkbox"/> PA system <input type="checkbox"/> Conversation <input type="checkbox"/> Music <input type="checkbox"/> Motor <input type="checkbox"/> Clear <input type="checkbox"/> Static <input type="checkbox"/> Office machinery <input type="checkbox"/> Factory machinery <input type="checkbox"/> Local <input type="checkbox"/> Long distance	<input type="checkbox"/> Incoherent <input type="checkbox"/> Message read <input type="checkbox"/> Taped <input type="checkbox"/> Irrational <input type="checkbox"/> Profane <input type="checkbox"/> Well-spoken

Other information:



Homeland Security

(8) BUSACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip

should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

1. Turn off power, ignition and headlights. Use safety lights, as appropriate.
2. Evaluate the need for evacuation.
3. Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

1. Call 911, if warranted.
2. Notify site director.
3. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
4. Move all uninjured students to a safe distance from the accident.
5. Document the names of all injured students and their first aid needs.

SITE ADMINISTRATOR ACTIONS:

1. Notify law enforcement.
2. Notify parents/guardians of all students on the bus as soon as accurate information is available.
3. Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
4. Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

1. Issue DUCK, COVER and HOLD ON instruction.
2. Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
3. Set brake, turn off ignition and wait for shaking to stop.
4. Check for injuries and provide first aid, as appropriate.
5. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
6. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
7. If instructed to continue route, en route to school, continue to pick up students.
8. Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
9. If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route.
10. Upon arriving at the shelter, notify the school administrator.
11. Remain with students until further instructions are received from site administrator.
12. Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

1. Do not drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safe route.
3. If the bus is disabled, stay in place until help arrives
4. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
5. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
6. Account for all students and staff throughout the emergency.

(9) CHEMICAL ACCIDENT (offsite)

Chemical accidents can result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

1. Alert others in immediate area to leave the area.
2. Close doors and restrict access to affected area.
3. Notify site administrator.
4. DO NOT eat or drink anything or apply cosmetics.

SITE ADMINISTRATOR ACTIONS:

Notify Fire Department and the Department of Public Health. Provide the following information:

1. School name and address, including nearest cross street(s)
2. Location of the spill and/or materials released
3. Characteristics of spill (color, smell, visible gases)
4. Name of substance, if known
5. Injuries, if any
6. Notify Maintenance/Building and Grounds Manager.
7. Determine whether to implement SHELTER IN PLACE, EVACUATION and/or student release.
8. Post a notice on the school office door stating location of alternate school site.
9. Notify Charter School Principal of school status and location of alternate school site.

STAFF ACTIONS:

1. If SHELTER-IN-PLACE, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
2. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
3. If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area.
4. Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify site administrator of any missing students.

(10) CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

1. Alert others in immediate area to leave the area.
2. Close windows and doors and restrict access to affected area.
3. Notify site administrator.
4. DO NOT eat or drink anything or apply cosmetics.

SITE ADMINISTRATOR ACTIONS:

Notify Fire Department and the Department of Public Health. Provide the following information:

1. School name and address, including nearest cross street(s)
2. Location of the spill and/or materials released; name of substance, if known
3. Characteristics of spill (color, smell, visible gases)
4. Injuries, if any
5. Your name and telephone number
6. Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
7. If necessary, proceed with school EVACUATION using primary or alternate routes, avoiding exposure to the chemical fumes.
8. Post a notice on the school office door stating location of alternate school site.
9. Notify Charter School Principal of school status and location of alternate site.
10. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

1. If EVACUATION is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
2. Upon arrival at evacuation site, take attendance. Notify site administrator of any missing students.
3. Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
4. Do not return to the building until emergency response personnel have determined it is safe.

(11) CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

1. Report disruptive circumstances to site administrator.
2. Avoid arguing with participant(s).
3. Have all students and employees leave the immediate area of disturbance.
4. Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
5. Stay away from windows and exterior doors.

SITE ADMINISTRATOR ACTIONS:

1. If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
2. Set up a communication exchange with the students, staff and principal. Try to restore order.
3. If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
4. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

SITE ADMINISTRATOR ACTIONS:

1. Call 911.

2. Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
3. Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
4. Cancel all outside activities.
5. Maintain an accurate record of events, conversations and actions.
6. Assign staff members to assist school office staff as necessary.

STAFF ACTIONS:

1. Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
2. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
3. Care for the injured, if any.
4. Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

(12) CRIMINAL ACT

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

SITE ADMINISTRATOR ACTIONS:

1. Notify police (dial 911).
2. Identify all parties involved (if possible). Identify witnesses, if any.
3. Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
4. If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
5. If the incident involves a student, notify the parents or guardians.
6. Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
7. Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

1. Care for the victim. Provide any medical attention needed.
2. Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

(13) DEATH OF A STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

SITE ADMINISTRATOR ACTIONS:

1. Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
2. Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
3. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
4. If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
5. Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
6. Determine whether additional resources are needed and make appropriate requests.

7. Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
8. Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public-address system.
9. Go to each of the student's classes and notify his/her classmates in person.
10. Prepare a parent/guardian information letter and distribute it to students at the end of the day.
11. Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Aid parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
12. Plan with the family to remove the student's personal belongings from the school.
13. Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

1. Allow students who wish to meet in counseling office or another appropriate place to do so. Encourage students to report any other students who might need assistance.
2. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

(14) DEATH OF A STAFF MEMBER

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

SITE ADMINISTRATOR ACTIONS:

1. Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
2. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
3. If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
4. Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
5. Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
6. Determine whether additional resources are needed and make appropriate requests.
7. Develop a plan for notifying students and sharing information about availability of support services. Do not use the public-address system.
8. Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
9. Facilitate classroom and small group discussions for students.
10. Prepare a parent/guardian information letter and distribute it to students at the end of the day.
11. Determine who from the decedent's family will secure the personal belongs. Plan to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
12. Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
13. Thank all those who assisted.
14. Continue to monitor staff and students for additional supportive needs.

(15) DIRTY BOMB

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident

SITE ADMINISTRATOR ACTIONS:

1. DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate REVERSE EVACUATION to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
2. Call 911. Provide location and nature of the emergency and school actions taken.
3. Set up decontamination station where students and staff may shower or wash with soap and water.
4. Prepare a list of those who are in the affected area to provide to emergency response personnel.
5. Turn on a battery powered commercial radio and listen for instructions.
6. Notify Charter School Principal of the situation.
7. Arrange for medical attention for those injured by the explosion.
8. Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

1. Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
2. Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
3. Avoid touching any objects thrown off by the explosion—they might be radioactive.
4. Follow standard student assembly, accounting and reporting procedures.
5. Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
6. Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
7. Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

SITE ADMINISTRATOR ACTIONS:

1. DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate SHELTER IN PLACE procedures.
2. Turn off HVAC system.
3. Move to central location where windows and doors can be sealed with duct tape.
4. Call 911. Provide location and nature of the emergency and school actions taken.
5. Turn on a battery powered commercial radio and listen for instructions.
6. Notify Charter School Principal of the situation.
7. Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
8. Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

1. Keep students calm. Instruct students to DUCK and COVER.
2. Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
3. Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

(16) EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

1. Send search and rescue team to look for trapped students and staff.
2. Post guards a safe distance away from building entrances to assure no one re-enters.
3. Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
4. Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
5. Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

1. Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
2. Check for injuries, and render First Aid.
3. After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
4. Check attendance at the assembly area. Report any missing students to site administrator.
5. Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
6. Stay alert for aftershocks
7. Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

1. Move students away from buildings, trees, overhead wires, and poles.
2. Get under table or other sturdy furniture with back to windows.
3. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms.
4. If notebooks or jackets are handy, hold over head
5. for added protection. Maintain position until shaking stops.
6. After shaking stops, check for injuries, and render first aid.
7. Check attendance.
8. Report any missing students to site administrator.
9. Stay alert for aftershocks.
10. Keep a safe distance from any downed power lines
11. Do NOT re-enter building until it is determined to be safe.
12. Follow instructions of site administrator.

During non-school hours

SITE ADMINISTRATOR ACTIONS:

1. Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
2. Confer with Charter School Principal if damage is apparent to determine the advisability of closing the school.
3. Notify fire department and utility company of suspected breaks in utility lines or pipes.
4. If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
5. Notify District Office, who will inform public information media as appropriate.

(17) EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SITE ADMINISTRATOR:

1. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
2. Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
3. Secure area to prevent unauthorized access until the Fire Department arrives.
4. Advise the Charter School Principal of school status.
5. Notify emergency response personnel of any missing students.
6. Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
7. Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
8. Determine if Student Release should be implemented. If so, notify staff, students and parents.
9. If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. Initiate DROP, COVER AND HOLD ON.
2. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
3. Check to be sure all students have left the school site. Remain with students throughout evacuation process.
4. Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

5. Render first aid as necessary.
6. Do not return to the building until the emergency response personnel determine it is safe to do so.
7. If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

(18) FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SITE ADMINISTRATOR ACTIONS:

1. Determine if EVACUATION of school site is necessary.
2. Contact local fire department (call 911) to determine the correct action for your school site.
3. If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by bus.
4. Direct inspection of premises to assure that all students and personnel have left the building.
5. Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
6. Monitor radio station for information.
7. Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

1. If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
2. Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.
3. Take attendance at the assembly area. Report any missing students to the site administrator and emergency response personnel.
4. Remain with students until the building has been inspected and it has been determined safe to return to.

(19) FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

SITE ADMINISTRATOR ACTIONS:

1. Sound the fire alarm to implement EVACUATION of the building.
2. Immediately EVACUATE the school using the primary or alternate fire routes.
3. Notify the Fire Department (call 911).
4. Direct search and rescue team to be sure all students and personnel have left the building.
5. Ensure that access roads are kept open for emergency vehicles.
6. Notify District Office of situation.

7. Notify appropriate utility company of suspected breaks in utility lines or pipes.
8. If needed, notify bus dispatch for OFF-SITE EVACUATION by DIRECTED TRANSPORTATION.
9. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

1. EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
2. Take attendance. Report missing students to the Principal/designee and emergency response personnel.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

SITE ADMINISTRATOR ACTIONS:

1. Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
2. Determine the need to implement an EVACUATION. If the fire threatens the school, execute the actions above. If not, continue with school routine.

(20) FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SITE ADMINISTRATOR ACTIONS:

1. Issue STAND BY instruction. Determine if evacuation is required.
2. Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
3. Delegate a search team to assure that all students have been evacuated.
4. Issue DIRECTED TRANSPORTATION instruction if students will be evacuated to a safer location by means of buses and cars.
5. Post a notice on the office door stating where the school has relocated and inform the District Office.
6. Monitor weather.com or mobile phone weather app for flood information.
7. Notify Charter School Principal of school status and action taken.
8. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

1. If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
2. Remain with students throughout the evacuation process.
3. Upon arrival at the safe site, take attendance. Report any missing students to site administrator and emergency response personnel.
4. Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

1. If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

(21) GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

1. Notify principal.
2. Move students from immediate vicinity of danger.
3. Do not turn on any electrical devices such as lights, computers, fans, etc.
4. If odor is severe, leave the area immediately.
5. If the building is evacuated, take student attendance and report any missing student to Site Administrator.

SITE ADMINISTRATOR ACTIONS:

1. If gas leak is internal, evacuate the building immediately.
2. Call 911.
3. Notify utility company.
4. Determine whether to move to alternate building location.
5. If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
6. Do not return to the building until it has been inspected and determined safe by proper authorities.

(22) HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order EVACUATION of the school. See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

SITE ADMINISTRATOR ACTIONS:

1. Call 911, if necessary.
2. If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, initiate DIRECTED TRANSPORTATION. Move students and staff away from the path of the hazardous materials.
6. Notify Charter School Principal.
7. Wait for instructions from emergency responders-- Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

STAFF ACTIONS:

1. Follow standard student assembly, accounting and reporting procedures.
2. Report names of missing students to office.
3. Do not take unsafe actions such as returning to the building before it has been declared safe.

(23) HOSTAGESITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

SITE ADMINISTRATOR ACTIONS

1. Call 911. Provide all known essential details of the situation:
 - a. Number of hostage takers and description
 - b. Type of weapons being used
 - c. Number and names of hostages
 - d. Any demands or instructions the hostage taker has given

e. Description of the area

2. Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
3. Protect building occupants before help arrives by initiating a LOCKDOWN or EVACUATION (or combination of both) for all or parts of the building.
4. Secure exterior doors from outside access.
5. When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
6. Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
7. Identify media staging area, if appropriate. Implement a hotline for parents.
8. Account for students as they are evacuated.
9. Provide recovery counseling for students and staff.

STAFF ACTIONS:

1. If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a LOCKDOWN.
2. Alert the site administrator.
3. Account for all students.

(24) INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m.
must register at the Main Office. Failure to do so may constitute a misdemeanor.
-- California Penal Code Title 15, Chapter 1.1 § 6272**

To prevent intruders on campus, keep doors secure, use sign in sheets for visitors and staff to monitor entryways.

SITE ADMINISTRATOR ACTIONS:

1. Initiate LOCKDOWN.
2. Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - a. "What can we do to make this better?"
 - b. "I understand the problem, and I am concerned."
 - c. "We need to work together on this problem."
3. As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
4. Keep subject in view until police or law enforcement arrives.
5. Take measures to keep subject away from students and building.
6. Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
7. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
8. Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

1. Notify the site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
2. Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
3. Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the ALL CLEAR instruction is announced.

(25) IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SITE ADMINISTRATOR ACTIONS:

1. Keep the individual under continuous adult supervision.
2. Keep the individual on campus until parent/guardian has been notified.
3. Arrange appropriate support services for necessary care of individual.
4. If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
5. School professional (psychologist, counselor, social worker) should recommend next steps to the principal. The next steps may include:
 - a. Provide parents/guardian with the names and phone numbers of mental health resources
 - b. Recommend that the parents make an immediate contact with a therapist.
 - c. Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
 - d. Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
 - e. Provide follow-up collaborative support for the student and parents (as indicated) within the school
 - f. Develop a safety plan prior to the student's return to school.
 - g. Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

1. Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
2. Notify site administrator.
3. Notify school psychologist, counselor or social worker.
4. Protect individual from injury.

(26) KIDNAPPING

SITE ADMINISTRATOR ACTIONS:

1. Verify information with the source of the abduction report.
2. Contact law enforcement (call 911) for assistance.
3. Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
4. Provide suspect information to the police, if known.
5. Contact the parents/guardian of the student involved and establish a communication plan with them.
6. Obtain the best possible witness information.
7. Conduct a thorough search of the school/campus/bus.
8. Relay current information to police, parents and essential school staff.
9. Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
10. Advise the law enforcement dispatcher of the staff member key contact's name and number.
11. Provide the key contact with access to school records.
12. Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
13. When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

1. Notify principal, providing essential details:
 - a. Name and description of the student
 - b. Description of the suspect
 - c. Vehicle information
2. Move students away from the area of abduction.

(27) MEDICALEMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Site Administrator.

SITE ADMINISTRATOR ACTIONS:

1. Assess the victim (ABC – Airway, Breathing, and Circulation. Call 911, if appropriate. Provide:
 - a. School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - b. Exact location within the building
 - c. Nature of the emergency and how it occurred
 - d. Approximate age of injured person
 - e. Caller's name and phone number
 - f. Do not hang up until advised to do so by dispatcher.
2. Assign staff member to meet rescue service and show medical responder where the injured person is.
3. Assemble emergency care and contact information of victim
4. Monitor medical status of victim, even if he or she is transported to the hospital.
5. Assign a staff member to remain with individual, even if he or she is transported to the hospital.
6. Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical

care being administered, and location where student has been transported.

7. Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

1. Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
2. Notify Site Administrator; Announce code BLUE
3. Stay calm. Keep individual warm with a coat or blanket.
4. Ask school office staff to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
5. Do not give the individual anything to eat or drink.

(28) MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

SITE ADMINISTRATOR ACTIONS:

1. Call 911 and explain the situation.
2. Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
3. Conduct an immediate search of the school campus/bus, as appropriate.
4. Gather information about student to provide to law enforcement authorities:
 - a. photo
 - b. home address
 - c. parent contact numbers
 - d. class schedule
 - e. special activities
 - f. bus route /walking information
5. Notify parents/guardians if the student is not found promptly.
6. If case involves abduction, begin gathering witness information for the police. Interview \ friends, last person to see student.
7. Double-check circumstances:
8. Did someone pick up the student?
9. Could the student have walked home?
10. Is he or she at a medical appointment or another activity?
11. Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
12. Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
13. Advise law enforcement dispatcher of the staff member key contact's name and number.
14. If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
15. Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
16. Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
17. When the child is found, contact all appropriate parties as soon as possible.
18. Arrange for counseling of students, as needed.

STAFF ACTIONS:

1. Confirm that student attended school that day. Notify Principal.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
3. Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.

4. Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

(29) MOTORVEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

SITE ADMINISTRATOR ACTIONS:

1. Notify police and fire department (call 911).
2. Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.
3. Arrange for first aid treatment and removal of injured occupants from building.
4. Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
5. Ensure that students and staff remain at a safe distance from the crash.
6. Account for all building occupants and determine extent of injuries.
7. Notify Charter School Principal.

STAFF ACTIONS:

1. Notify Principal.
2. Move students away from immediate vicinity of the crash.
3. EVACUATE students to a safe assembly area away from the crash scene. Take class roster and emergency backpack.
4. Check school site to assure that all students have evacuated.
5. Take attendance at the assembly area.
6. Report missing students to the principal /designee and emergency response personnel.
7. Maintain control of the students a safe distance from the crash site.
8. Care for the injured, if any.
9. Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

(30) PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

SITE ADMINISTRATOR ACTIONS:

1. Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
2. Insure that students and staff members who are ill stay home.
3. Send sick students and staff home from school immediately.
4. Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
5. Monitor bulletins and alerts from the Department of Health and Human Services.

6. Keep staff informed of developing issues.
7. Assist the Department of Health and Human Services in monitoring outbreaks.
8. Respond to media inquiries regarding school attendance status.
9. Implement online education, if necessary, so that students can stay home.
10. Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

1. Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
2. Practice “respiratory hygiene etiquette”.
3. Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1-part bleach to 100 parts water).
4. Implement online homework assignments so that students can stay home.

(31) POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
3. Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
4. Provide list of potentially affected students and staff to responding authorities.
5. Provide staff with information on possible poisonous materials in the building.
6. Notify Principal of situation and number of students and staff affected.
7. Confer with Department of Health and Human Services before the resumption of normal school activities.
8. Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

1. Notify site administrator.
2. Call the Poison Center Hotline 1-800-222-1222.
3. Administer first aid as directed by poison information center.
4. Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

1. Keep poisonous materials in a locked and secure location.
2. Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
3. Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life sustaining training.

(32) PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

SITE ADMINISTRATOR ACTIONS:

1. Obtain information on when, why and how many people are expected. Identify the spokesperson for the group.
2. Contact local police department for the school's jurisdiction and advise them of the situation.

3. Notify staff of the planned demonstration.
4. Develop an information letter to parents.
5. Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
6. Designate a staff member to handle incoming calls during the demonstration.
7. Establish areas where demonstrators can set up without affecting the operation of the school
8. Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

1. Do not allow students to be interviewed by the media or join in the demonstration

(33) SEXUAL ASSAULT

Sexual assault and abuse are any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police. All staff completes child abuse awareness training during within 30 days of starting school.

SITE ADMINISTRATOR ACTIONS:

1. Call 911 if the assault is physical.
2. Close off the area to everyone.
3. Assign a counselor/staff member to remain with the victim.
4. Review possible need for a LOCKDOWN until circumstances surrounding the incident are known.
5. Notify victim's family.
6. If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
7. The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
8. Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
9. Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

1. Determine if immediate medical attention is needed. If so, call 911.
2. Isolate the victim from activity related to the incident.
3. Avoid asking any questions except to obtain a description of the perpetrator.

(34) SHOOTING

Immediate response to a rapidly changing incident is critical. In most cases, initiate LOCKDOWN procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

SITE ADMINISTRATOR ACTIONS:

1. Remain calm. Do not confront the shooter(s).
2. Assess the situation:
3. Is the shooter in the school?
4. Has shooter been identified?
5. Has the weapon been found and/or secured?
6. Depending on the situation, initiate LOCKDOWN or EVACUATION, as appropriate.
7. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved,

motive, injuries/casualties, actions taken by the school (e.g. LOCKDOWN).

8. Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
9. Ensure injured students and staff receive medical attention.
10. If shooter has left, secure all exterior doors to prevent re-entry.
11. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
12. Keep crime scene secure. Organize OFF-SITE EVACUATION, if necessary, or prepare to continue with classes.
13. Isolate and separate witnesses.
14. Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)
15. Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
16. Prepare letter for students to take home to their families.
17. Arrange for immediate crisis counseling for students and staff.
18. Provide liaison for family members of injured students and staff members.
19. Debrief staff and school police officers.
20. Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

1. If gunfire is heard inside the school, implement LOCKDOWN immediately. Do not wait for the LOCKDOWN announcement.
2. Alert the site administrator.
3. Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
4. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement LOCKDOWN or EVACUATION, as appropriate.
5. Provide first aid for victims, if needed.
6. Account for all students.
7. Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
8. Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

1. Move quickly and quietly to the closest safe classroom.
2. If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
3. Lock the door or move furniture or trash can to bar access to the room.
4. Remain quiet until further instructions are provided by the principal or law enforcement.

(35) STORM/SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

SITE ADMINISTRATOR ACTIONS:

1. Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.

2. Report to site by 6 a.m. to check for power outages, flooding, etc.
3. Determine whether school will be closed or remain open.
4. Notify superintendent of school status.
5. Assign staff to activate staff and parent phone trees
6. Post school status on school website.
7. Notify utility companies of any break or suspected break in utility lines.
8. Take appropriate action to safeguard school property.
9. Upon passage of the storm, return to normal routine.

Windstorm

SITE ADMINISTRATOR ACTIONS:

1. Monitor weather forecasts to determine onset of storm conditions that may affect school operations
2. Notify utility companies of any break or suspected break in utility lines.
3. Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
4. Take appropriate action to safeguard school property.
5. Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

1. Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
2. Initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
3. Take attendance. Report any missing students to site administrator.
4. Close all blinds and curtains.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Remain with students near an inside wall or on lower floors of the building. Plan for special needs, snacks and quiet recreational activities.

(36) STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

1. In a violent situation, immediately notify the first available adult.
2. Do not retaliate or take unnecessary chances.
3. Move away from the area of agitation.
4. Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
5. Stay calm and reassure fellow students.
6. Assist teachers and staff in accounting for students.
7. Share all relevant information with law enforcement, teachers, and school staff.
8. Follow directions from school administrator or law enforcement directions about where to go.
9. Do not speculate to others or perpetuate rumors.

SITE ADMINISTRATOR ACTIONS:

1. Initiate LOCKDOWN, if warranted. Alert other administrators about the incident.
2. Control student ingress and egress from campus.
3. Identify why the disruption is occurring. If necessary, notify police to request assistance.
4. If disruption is non-violent, notify school resource officer or school education officer.
5. Clearly communicate to all students (via announcement or bullhorn), in the presence of

6. staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
7. Assign staff member to be responsible for media relations and for setting up a staging area for the media.
8. If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
9. Notify parents about the incident, as appropriate.
10. After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

(37) SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

SITE ADMINISTRATOR ACTIONS:

1. Call ambulance in event of overdose or injury requiring medical attention.
2. Call 911 if immediate threat exists to the safety of the student or others.
3. Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
4. Cancel all outside activities.
5. Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
6. If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
7. Arrange for medical or counseling resources that may aid.

STAFF ACTIONS:

1. Inform the Principal of what was written, drawn, spoken and/or threatened.
2. Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
3. Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the
4. student and the immediate environment. Do NOT struggle if you meet resistance.
5. Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

(38) SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- | | |
|---|----------------------------------|
| • Foreign mail, air mail and special delivery | • No return address |
| • Restrictive markings, e.g., "Personal" | • Excessive postage |
| • Handwritten or poorly typed addresses | • Excessive masking tape, string |
| • Titles but no names | • Oily stains or discoloration |
| • Misspelling of common names | • Protruding wires or tin foil |
| • Excessive weight, unevenly distributed | • Rigid envelope |

SITE ADMINISTRATOR ACTIONS:

1. Call 911.
2. Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow up.
3. Prevent others from coming into the area.
4. Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
5. If powder spills out, shut the ventilation system, heating system, or air
6. Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
7. Advise staff when the emergency is over. Go home, take shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

1. Do not open package. Do not pass it around to show it to other people.
2. Do not bend, squeeze, shake or drop package.
3. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
4. Leave the room promptly and prevent anyone from entering.
5. Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

1. Do not sniff, touch, taste, or look closely at the spilled contents.
2. Do not clean up the powder.
3. Put the package on a stable surface.
4. Leave the room promptly and prevent anyone from entering.
5. Wash hands thoroughly with soap and water.
6. Notify principal or Site Administrator.

(39) TERRORIST ATTACK / WAR

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack**SITE ADMINISTRATOR ACTIONS:**

1. Move students to closest suitable shelter.
2. If the above is not advisable, remain in school building as place of shelter.

STAFF ACTIONS:

1. Keep students calm.
2. Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

1. Keep students calm.
2. Close all curtains and blinds.
3. Instruct students to DUCK AND COVER.

(40) THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

SITE ADMINISTRATOR ACTIONS:

1. Listen to radio and TV for current information and instructions.
2. Initiate ACTION appropriate for the situation. Action may likely involve DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.
3. Continue to monitor media for specific situation.
4. Be alert and immediately report suspicious activity to proper authorities.
5. If circumstances and time allow, move students to closest suitable shelter.
6. Location: _____
7. Procedure for movement to shelter: _____
8. If moving students is not advisable, remain in building as place of shelter.
9. Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

1. Require identification check for anyone entering school other than students, staff and faculty.
2. Escort visitors to location in school building.

(41) THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SITE ADMINISTRATOR ACTIONS:

1. Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - a. sufficient evidence of repetitive/ intentional infliction of emotional distress upon others;
 - b. sufficient evidence of the unintentional infliction of emotional distress upon others.
2. Is the individual moving towards violent action?
3. Is there evidence to suggest movement from thought to action?
4. High violence potential qualifies for arrest or hospitalization.
5. Safety is endangered when there is:
 - a. sufficient evidence of repetitive/ intentional infliction of emotional distress upon others;
 - b. sufficient evidence of the unintentional infliction of emotional distress upon others.
6. Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
7. Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be LOCKDOWN or EVACUATION. Cancel all outside activities.
8. Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
9. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove

the weapon from the possession of the individual. Allow police to do so.

10. Facilitate a meeting with student(s) and family to review expectations.
11. Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
2. Inside the classroom, institute LOCKDOWN. Close all curtains and blinds
3. Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until ALL CLEAR is given.

(42) TSUNAMI

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

SITE ADMINISTRATOR ACTIONS:

Before

1. Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
2. Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
3. Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

1. Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
2. Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
3. Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
4. Notify superintendent of school status.
5. Remain on safe ground until local authorities advise it is safe to return.

After

1. Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
2. Expect debris.
3. Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
4. Determine whether school will be closed or remain open.
5. Notify superintendent of school status.
1. Assign staff to activate staff and parent phone trees
2. Post school status on school website.

3. Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
4. Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
5. Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

1. If there is a coastal earthquake, initiate TAKE COVER with students in the shielded areas within the building. Stay away from windows.
2. When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
3. Take attendance. Report any missing students to site administrator.
4. Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
5. Return to school only if authorities advise it is safe to do so.

(43) UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SITE ADMINISTRATOR:

1. Notify utility company. Provide the following information:
 - a. Affected areas of the school site
 - b. Type of problem or outage
 - c. Expected duration of the outage, if known
 - a. Determine length of time service will be interrupted.
2. Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
3. If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
4. Use messengers with oral or written word as an alternate means of faculty notification.
5. Notify District Office of loss of service.
6. Implement plan to provide services without utilities or with alternate utilities.
7. Plan for Loss of Water
 - a. Toilets: Utilize toilets in adjacent church building. If prolonged and anticipated, secure portable toilet rental.
 - b. Drinking Water: Utilize bottled drinking water in storage. Secure additional bottled water (5-gallon bottles) from nearby stores.
 - c. Food Service: Catered food service will be provided daily. If vendor is unable to provide, contact new vendors
 - d. Fire Suppression: Utilize portable fire extinguishers
8. Plan for Loss of Electricity

- a. Ventilation: Open all windows
 - b. Emergency Light: Open all windows; evacuate students to outdoor areas if necessary.
 - c. Computers: Ration use of battery power on laptop devices
9. Plan for Loss of Natural Gas
- a. Heat: Heat is rarely/never necessary in the school's temperate climate
 - b. Food Service: Catered food service will be provided daily. If vendor is unable to provide, contact new vendors

(44) WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

1. Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
2. Alert the site administrator.
3. Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
4. Provide first aid for victims, if needed.
5. Account for all students.
6. Assist police officers – provide identity, location and description of individual and weapons.

SITE ADMINISTRATOR ACTIONS:

1. Remain calm. Depending on how the situation unfolds, initiate LOCKDOWN or EVACUATION, as needed. Do not confront the suspect.
2. Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
3. Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
4. If suspect has left, secure all exterior doors to prevent re-entry.
5. Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
6. Gather information about the incident for the police:
7. Name of student with weapon.
8. Location of witness when weapon was seen.
9. What did the student do with the weapon after it was displayed?
10. What is the current location of the student with the weapon?
11. Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
12. Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick up or carry his own belongings.
13. Search student's belongings, including but not limited to backpack, purse, locker, and auto, if applicable.
14. Notify parents/guardians.
15. Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
16. Secure a detailed written statement from witnesses including staff.
17. Provide post event trauma counseling for students and staff, as needed.
18. Provide informational updates to staff, students and their families during next few days to squelch rumors.

School Discipline, Suspension/Expulsion Policies and Procedures

C. Discipline Foundation Policy

Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined below. To ensure stakeholder “buy-in,” the school-wide discipline policies at LAPFCS will be developed and reviewed with input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. This policy will include, but is not limited to the students’ rights and responsibilities while on school grounds as well as the school’s suspension and expulsion policies. We will design the school to focus on a positive school climate consistent with the School Climate Bill of Rights resolution. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

Upon enrollment and at the beginning of each school year, LAPFCS families will each receive a copy of the Parent Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the School’s discipline policy. The plan may include, but not limited to, day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the School Director or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school’s behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the school’s staff and the student’s parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

LA Promise Fund Charter Schools are exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

LAPFCS will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct (see Code of Conduct area below) is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in grave physical danger – will be considered grounds for expulsion. Suspended students will also be responsible for making up all missed work within specified timetable.

(1) Discretionary Suspension

Prior to any discretionary suspensions, the principal will consult with another administrator or the CEO designee to insure all other means of correction have been attempted with this student. If the student has an IEP, the principal will consult with the resource teacher to insure there is no other consequence that is warranted within the IEP (i.e. through a Behavioral Support Plan). The school will always exhaust other means of correction with every student. Since the school had adopted a positive behavior support program, suspension will only be used as a last means of correction.

Principal may suspend when the following occur at any time:

- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in profanity or vulgarity.
- Disrupted school activities

(2) Mandatory Suspension

The Principal, CEO, or CEO designee of the school shall recommend the suspension of a student for any of the following acts, specified in the Education Code Section 48900, committed at the school or at a school activity off school grounds:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
- Possessed, sold, or otherwise furnished any knife or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 1104.5 of the Health and Safety Code
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- Possessed an imitation firearm.

- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Engaged in the act of bullying. For the purposes of this subdivision, the following terms have the following meanings:
 - “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in section 48900.2, 48900.3, or 48900.4, or directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - § Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
 - § Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - § Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - § Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.
 - “Electronic act” means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless phone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
 - § A message, text, sound or image
 - § A post on a social network Internet Web site including, but not limited to:
 - Posting or creating a “burn” page. “Burn Page” means an Internet Web site created for the purposes of having one or more of the effects listed in paragraph 1 above.
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph 1 above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purposes of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
 - Creating a false profile for the purposes of having one of more of the effects listed in paragraph 1 above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).
 - 48900.2 Committed sexual harassment
 - 48900.3 Caused, attempted to cause, threatened to cause, or participated in the act of hate violence
 - 48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils
 - 48900.7 Made terrorist threats against school officials, school property or both.

Upon first offense of any of the prohibited acts above, a student will be referred for suspension. Upon a subsequent offense, the Principal, CEO, or CEO designee may recommend expulsion if a history of less severe disciplinary alternatives have failed to bring about proper conduct and no other feasible means of correction exist.

(3) Discretionary Expulsion

The Principal, CEO, or CEO designee of the school may recommend the expulsion of a student for any of the following acts, specified in the Education Code Section 48915, committed at the school or at a school activity off school grounds, unless the Principal, CEO, or CEO designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- Assault or battery upon any school employee.

(4) Mandatory Expulsion

The Principal, CEO, or CEO designee will immediately suspend and recommend expulsion for any of the following reasons as specified in the Education Code Section 48915:

- Violation of the Federal Guns Free Schools Act: possessing, selling, or otherwise furnishing a firearm
- Possession of an explosive, defined as a “destructive device” in Section 921 of Title 18 of the United States Code.
- Committing or attempting to commit a sexual assault or committing a sexual battery

Process for Suspension and/or Expulsion

Informal Conference

Every effort will be made to hold an informal conference prior to suspension with the student and his/her parent. School shall make an initial attempt to contact an offending student’s parent or guardian within 24 hours of referral for suspension or recommendation for expulsion to schedule an informal conference. The conference may be omitted if the Principal determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension by telephone or in person and a conference will be requested as soon as possible.

A. Notice to Parents/Guardians

At the time of suspension, a designated administrator shall make a reasonable effort to contact the parent/guardian by telephone or in person within 24 hours, to be followed up with a written notification either hand delivered or sent by mail within 48 hours. This notice will state the specific offense/s committed by the student and contact information for the Principal so that if the parent/guardian wish to speak with the Principal directly to further discuss the matter they may do so. In addition, the notice will state the date and time the student may return to school. If the Principal, CEO, or CEO designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that violations of school rules can result in expulsion from the school. Parents may respond to the notice in writing or in person to the Principal, CEO, or CEO designee.

B. Length of Suspension

The length of suspension for students may not exceed a period of 5 consecutive school days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled with the parent/guardian to discuss the progress (movement toward meeting any outcomes identified in the suspension notice) of the suspension upon the completion of the 5th day of suspension. Suspensions shall not exceed 20 days per school year. The designated administrator and teachers will make the necessary arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension including homework, tests and other applicable assignments.

C. Recommendations for Expulsion Disciplinary

Investigations for expulsion will include information gathering such as but not limited to interviews, documents and other material evidence related to the investigation. Evidence will be gathered in adherence to applicable California Education Code and may include, but not be limited to witness statement, written statements, and physical evidence. Any evidence that is pertinent and gathered in accordance to State law will be considered.

Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
- It is a federal mandate that a school expel, for a period of not less than one year (except on a case by case basis) any student who is determined to have brought a firearm to school. The Principal or CEO shall immediately recommend expulsion upon substantiation of any of the above findings as supported by evidence.

D. Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If a hearing is requested, the hearing will be held within 30 days after the school Principal has made the determination that an act subject to expulsion has occurred and has evidence supporting reason for expulsion. The Board of Directors will designate a Board Discipline Committee, which will consist of at least three members, which at a minimum will include one LA Promise Fund Board Member and one LAPFCS school administrator. The expelling principal cannot be a member of the LA Promise Fund Board Discipline Committee. Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The Board Discipline Committee is delegated by the LA Promise Fund Board, the authority to make a final decision on expulsion. This notice will include:

- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of LAPFCS disciplinary rules that relate to the alleged violation.
- Student and parent rights related to expulsion hearings.

The Hearing Process:

- Presentation of the case: The school administrator will provide factual evidence upon which the expulsion recommendation is based.
- Evidence: The school administrator will provide credible evidence to support the recommendations for expulsion.
- Witnesses: The school administrator will present any witnesses who will testify on behalf of the school. If the witness is a student, the principal will obtain parental consent.

E. Post Hearing

Written notice to expel a student will be sent by the Principal to the parent/guardian of any student who is expelled within 2 business days of the decision to expel. This notice will include the following:

- The specific offense(s) committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion"
- Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with LA Promise Fund Charter Schools
- The reinstatement eligibility review date
- Copy of the rehabilitation plan
- The type of educational placement options during the period of expulsion
- Appeal procedures
- A Fact and Findings document will be prepared to summarize the evidence presented at the hearing, to substantiate the expulsion decision by the CEO or designee.

(5) Appeal of Suspension or Expulsion

Parents and/or guardians will be notified at the time of suspension by the school via phone and/or through written notification to enactment of the suspension and the right to appeal a student's suspension. In cases where a designee suspended a student, the Principal will hear a suspension appeal and upon consideration the Principal's decision is final.

In cases where the Principal suspended a student, the appeal will be heard by the LA Promise Fund Governing Board of Directors' Schools Committee.

Expulsion of a student will be recommended by the Principal and must be approved by the LA Promise Fund Board of Directors' Schools Committee. Parents and/or guardians will be notified in advance by the school via phone and/or through written notification to enactment of the expulsion and the right to appeal a student's expulsion. An expulsion may be appealed within five working days of the expulsion date. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) of the expulsion at which time the student's parent(s) must attend to present their appeal. An extension of five working days may be requested by the parent/guardian. The appeal will be heard by the LA Promise Fund Board of Directors, excluding members of the Schools Committee. Parents will be notified of the decision by the school by phone and/or in writing within 2 business days of the decision.

In the event of a decision to expel a student from LAPFCS, the school will work cooperatively with the district of residence, county, and/or charter schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. The LA Promise Fund Director of Schools shall oversee all suspension/expulsion due process proceedings to ensure that the above school policies are followed to the letter.

(6) Plan for Reducing Suspensions and Discipline Disparities

Discipline events (such as suspensions and expulsions) will be recorded in the Student Information System (SIS) system by the Principal or designee. As a process for regularly monitoring (and when necessary reducing) suspensions and discipline disparities for African-American students and Student with Disabilities, beginning in the month of October, thereafter on a monthly basis during the academic year, the Chief Academic Officer and the Principal will review the suspension and expulsion data, to assess, analyze and capture specific actionable items related to disparities among the various subgroups.

A disparity will be defined as any one subgroup having a suspension or expulsion rate that is greater than students in all other related subgroups, contained within the following categories: gender, ethnicity, specialized program (i.e. Students with Disabilities, 504 Plans, and English Proficiency).

Suspension and expulsion data shall be disaggregated by the subgroup categories above to ensure close monitoring of potential disparities in suspension & expulsion outcomes for African American students and students with disabilities. If disparities are identified the Director of Schools will work with the Principal to reduce incidents through strategies including but not limited to:

What Strategy?	How will it be Implemented?
1) Reinforcement of the Positive Behavior Intervention and Support system (PBIS) with school site staff.	At the next available professional development session, the Principal/Director of Schools will address the teachers on the data and its significance. Thereafter, the Principal will lead a PD at a staff meeting discussing how the PBIS will be used to identify action steps to reduce disparities. If for two months in a row the disparities remain, an outside consultant/PBIS professional will be contracted for additional training.
2) Engage students through advisory and or through announcements reminding them of expectations and definition of good character.	As an extension of reinforcing PBIS, teachers will discuss expectations for good behavior with students during advisory. Students will also be reminded of good behavior by rewarding them with positive consequences such as free dress. After an infraction, administrators will utilize practices such as

	Restorative Justice circles to allow opportunities for youth to reflect on their behavior in the context of school-wide expectations.
3) Communicate with Parents data trends and how they can help at home by reinforcing positive behavior elements providing Positive Parenting skills, in addition to encouraging parents to volunteer and be active partners at the school.	Positive Parenting workshops will be coordinated on an ongoing basis. Flyers will be sent home with parents on the importance of positive feedback and being engaged with student to help reduce disparities. The Promise Parent team will also collaborate with parents to share data and best practices for reducing disparities. At monthly School Site Councils meetings stakeholders will be informed of disparities and PBIS strategies will be shared in addition to engaging in an open dialogue to collaborate on how to mitigate.
4) Reaching out to community partners to provide additional outlets for the students to engage outside of the classroom, in addition to social-emotional support.	The Chief Program Officer will work with the Principal to identify community resources and partners that can provide additional assistance/programs (e.g. family counseling, art therapy, sports, etc.)
5) Coordination of Services Team (COST)	For students that have multiple discipline incidents, the principal, teacher, an outside socio-emotional service provider, and the parents will meet to discuss a strategy for success.

PROCEDURES REGARDING TEACHER NOTIFICATION OF DANGEROUS STUDENTS

The Principal will notify teachers within the first two weeks of each semester regarding students who meet the criteria of dangerous students as described in Ed. Code 48900. Principals will update teachers during the semester as new students are added to the list.

(7) Discrimination, Harassment, Bullying and Hate Crime Policies/Procedures

LAPCMS is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination based on the actual or perceived characteristics set forth in Penal Code Section 422.5, Education Code Section 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance. LAPCMS believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. LAPCMS prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action.

a) What is "bullying"?

"Bullying" is defined as any severe or pervasive physical or verbal act or conduct including communications made in writing or by means of an electronic act, and including one or more acts committed by a student group or group of students that constitute sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following (CA Education Code Section 48900):

- A. Placing a reasonable pupil or pupils in fear or harm to that pupil's or those pupils' person or property.
- B. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- C. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
- D. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by LAPFCS.

b) Cyberbullying

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

c) Reporting an act of bullying

LAPFCS expects all students and/or staff to immediately report incidents of bullying to the Principal. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. To ensure bullying does not occur on school campuses LAPFCS will provide staff training in bullying prevention and cultivate acceptance and understanding in all students and staff in order to build each school's capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

d) Student Bullying Code of Conduct

The Student Bullying Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the Principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Intervention and Investigation

The procedures for intervening in bullying behavior include, but are not limited to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting bullying.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
- After an investigation, the school will implement consequences based on LAPFCS's discipline policy.

Schoolwide Uniform/Dress

(1) Uniform Policy

Why does LA Promise Fund Charter Schools have uniforms?

The mission of LA Promise Fund Charter Schools is to promote every student with the skills and proficiency needed to succeed in school; and ultimately, to having successfully completed a college and career preparatory education. Part of this education is helping all LAPFCS students to make a good impression.

Our top reasons for asking our students to wear uniforms are:

1. There are many other schools in the area where our schools are located. For safety reasons, we want to be able to identify our students at a glance.
2. The clothing we wear indicates our purpose. When we go to the beach, we wear swimming suits. When we go to a wedding, we put on our best clothes. At LAPFCS, we dress for learning.
3. School uniforms put the focus on learning, not fashion. Uniforms also reduce bullying and teasing.

Please support our mission by taking our uniform seriously and wearing it with pride.

e) Description of the Policy

Uniform items should be no larger/smaller than one size of the student's clothing size.

The LAPFCS uniform is:

Grey (6th Grade & 10th Grade), Gold (7th Grade), Blue (8th Grade), White (9th Grade), Purple (11th Grade)
LAPFCS polo shirt

Black bottoms – pants, shorts, skorts, long skirts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee)

Grey Sweaters (6th-8th grades)

Grey, Black or White Sweaters (9th-11th grades)

- No baseball caps, or hats of any kind. Beanies may be permitted during inclement weather only.
- No jeans (except on Fridays at LAPCHS).
- No short skirts.
- No hoodies.
- Only closed-toe footwear with flat rubber soles. Shoes should be black, white or mixture of those 2 colors.
- Any attire that may be a distraction will be confiscated. Distracting attire includes but is not limited to accessories such as belts not in the belt loops, extra clothing pieces, and excessive or large pieces of jewelry. School site personnel retains the discretion to decide what is considered distracting attire.
- If your child participates in physical education, he/she must wear the LAPFCS physical education uniform, or a plain white t-shirt and dark heather grey athletic pants or shorts without pockets.
- Out of uniform consequences are:
 - 1st offense – Verbal warning
 - 2nd offense – Parent phone call
 - 3rd offense – Parent meeting

Safe Ingress/Egress Procedures

(1) Supervision of Students

Each morning as students arrive on campus, staff are strategically assigned to designated areas to monitor activities; staff circulate around the campus greeting and supervising students. During the lunch period, staff and volunteers patrol the cafeteria and blacktop areas. When students are dismissed at the end of the day, staff supervise designated zones on campus to ensure students leave campus in a safe and orderly manner.

(2) Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, have their ID checked, obtain and wear a visitor's badge, and then return to the school office upon departure.