BRIDGES
PREPARATORY ACADEMY

2026-2027
COMPREHENSIVE SCHOOL SAFETY PLAN

Alejandro Gomez-Executive Director
BRIDGES PREPARATORY ACADEMY 400 S Santa Fe Ave., Compton, CA 90221

SECTION 1: INTRODUCTORY MATERIAL **3**

1.1 CERTIFICATION PAGE 3
1.2 RECORD OF CHANGES 3
1.3 OVERVIEW 3
1.4 PLAN ORGANIAZTION AND CONCEPT OF OPERATIONS 3

SECTION 2: PLAN DEVELOPMENT **5**

2.1 SCHOOL SAFETY PLANNING COMMITTEE TEAM 5
2.2 MITIGATION AND PREPARATION 5
2.3 SAFE SCHOOL PLANNING COMMITTEE CHECKLISTS 5
2.4 SITE INSPECTIONS 6
2.5 PREPARATION AND MITIGATION FOR STUDENTS WITH DISABILITIES 6
2.7 PUBLIC SHELTERS 10
2.8 SCHOOL SAFETY STRATEGIES 10
2.9 SCHOOL PROFILE 16

SECTION 3: INCIDENT COMMAND SYSTEM **18**

3.1 INCIDENT COMMAND 18
3.2 COMMAND TEAMS 19
3.3 FIRST AID/MEDICAL TEAM 20
3.4 PSYCHOLOGICAL FIRST AID/CRISIS TEAM 22
3.5 SEARCH AND RESCUE TEAM 22
3.6 SECURITY/UTILITIES TEAM 23
3.7 SUPPLY/EQUIPMENT TEAM 24
3.8 ASSEMBLY AREA TEAM 25
3.9 REQUEST AND REUNION GATE TEAMS 26
3.10 FIRE SUPPRESSION/HAZMAT TEAM 28
3.11 DOCUMENTATION/COMMUNICATIONS POSITION 29
3.12 SCHOOL SITE CRISIS TEAM CHART 31
3.13 SCHOOL SITE SUICIDE/THREAT RISK ASSESSMENT TEAM CHART 33

SECTION 4 – TRAINING AND EXERCISES **34**

4.1 EMERGENCY SUPPLIES AND EQUIPMENT 34
4.2 TRAINING AND EXERCISES 34
4.3 EMERGENCY DRILLS 34
4.4.1 Fire Drill *35*
4.4.2 Earthquake Drill *35*
4.4.3 Lockdown Drill *35*
4.4.4 Shelter-in-Place Drill *36*
Drill Schedule *37*

SECTION 5 – AUTHORITIES AND REFERENCES **37**

5.1 LEGAL REQUIREMENTS 37
5.2 OTHER RELATED LAWS 38

SECTION 6 – FUNCTIONAL ANNEXES **38**

6.1 ACCOUNTING FOR ALL PERSONS 38
6.2 ALL CLEAR 39
6.3 DROP, COVER, AND HOLD ON 39
6.4 EVACUATE BUILDING 40
6.5 LOCKDOWN 40
6.6 PSYCHOLOGICAL TRAUMA/SCHOOL CRISIS 41

6.7 Relocation (Off-Site Evacuation) 45
6.8 Reunification 45
6.9 Shelter-in-Place 46
6.10 Threat to Others 47

Section 7 – Threat and Hazard-Specific Annexes 51

7.1 Active Shooter/Gunfire 51
7.1.1 Active Shooter Procedures 52
7.1.2 Rapid Relocation Procedures 52
7.2 Automated External Defibrillator (AED) 52
7.3 Naloxone Policy for Opioid Overdose 52
7.4 Animal Disturbance 53
7.5 Biochemical/Hazardous Materials 53
7.5.1 Substance Released Inside a Room or Building Procedures 54
7.5.2 Substance Released Outdoors and Localized Procedures 54
7.5.3 Substance Released in Surrounding Community Procedures 55
7.6 Bomb Threat/Suspicious Package 55
7.6.1 Bomb Threat by Telephone Procedures 55
7.6.2 Suspicious Package Procedures 56
7.7 Demonstration/Walkout 57
7.8 Disorderly Conduct 58
7.9 Earthquake 58
7.9.1 Earthquake during School Hours Procedures 58
7.9.2 Earthquake during Non-School Hours Procedures 59
7.10 Explosion/Risk of Explosion 59
7.10.1 Explosion on School Property Procedures 60
7.10.2 Risk of Explosion on School Property Procedures 60
7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures 61
7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures 61
7.11 Fire 62
7.11.1 Fire on School Grounds Procedures 62
7.11.2 Fire in Surrounding Area Procedures 63
7.12 Food/Water Contamination 63
7.13 Public Health Emergency 64
7.14 Tsunami 65
7.15 Utility Failure 66
7.15.1 General Loss or Failure of Utilities Procedures 66
7.15.2 Loss of Water Supply Procedures 67
7.15.3 Loss of Power Procedures 68
7.16 Weather 69
7.16.1 General Inclement Weather Procedures 70
7.16.2 Rain Procedures 70
7.16.3 Funnel Clouds Procedures 71
7.16.4 Heat Procedures 71
7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures 72

Section 8 – Appendices 73

Contacts 73
Maps 73
Forms 73
Assessment Checklists 73

SECTION 1: INTRODUCTORY MATERIAL

1.1 Overview

National preparedness efforts, including planning, are now informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

1.2 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into ten sections. Sections 1-4 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 5-6 focus on emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team member. Sections 7-8 presents guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 9 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting. Section 10 provides a series of appendices of supplemental emergency information including contact information, supply lists and evacuation

routes. Standard forms, site maps, assessment results and other supporting information are also contained in the appendices.

Compliance Checklist

This tool is designed to assist schools in developing and updating CSSPs. Use of this tool is optional. Each school, school district, and COE is responsible for compliance and familiarity with all sections and requirements of California *Education Code* sections 32280-32289.5

COMPREHENSIVE SCHOOL SAFETY PLAN CHECKLIST	
Yes	**Required Sections**
Yes	Assessment of current status of school crime at the school and school-related functions
Yes	Child abuse reporting
Yes	Disaster Procedures, Routine and Emergency Plans, and Crisis Response - Include adaptations for pupils with disabilities
Yes	Suspension/Expulsion policies & procedures
Yes	Procedure for notifying teachers of dangerous students
Yes	Discrimination and Harassment policies
Yes	School-wide dress code (if one exists) which includes the prohibition of gang related apparel
Yes	Procedures for safe ingress and egress
Yes	Safe and orderly environment conducive for learning
Yes	Rules and procedures on school discipline
Yes	Procedures for tactical response to criminal incidents including incidents that involve a gun on campus and active shooter response
Yes	For schools that serve pupils in any grades 7 to 12, inclusive, a protocol in the event a pupil is suffering, or is reasonably believed to be suffering from an opioid overdose
Yes	**Recommended Sections**
Yes	Policies and procedures aimed at bullying prevention
Yes	Clear guidelines for the roles and responsibilities of mental health professionals and counselors, community intervention specialists, school resource officer, and/or police officers on campus
Yes	Strategies to create and maintain positive school climate and mental health protocols for students who have witnessed a violent act.

SECTION 2: PLAN DEVELOPMENT

2.1 School Safety Planning Committee Team

Bridges Preparatory Academy recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. We have established a School Safety Planning Committee, composed of all stakeholder groups, which is accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its safety needs. School personnel are to be aware of and must comply with District, State, and federal safety policies.

School Safety Planning Committee Members

Title	Name
Executive Director	Alejandro Gómez
Classified Representative	Sabrina Henriquez
Teacher Representative	Laura Morikawa
Student Representative	Sabrina Jane
Parent Representative	Monica Escoto

2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

2.3 Safe School Planning Committee Checklists

- ❒ The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ❒ Schedule and publish the meeting dates for School Safety Committee.
- ❒ Send out a survey to faculty to ascertain who has the training, skills, interest, and aptitude for each assignment in the Safe School Plan.
- ❒ Make the staff assignments in the Safe School Plan based on the results of the survey, recommendations from the School Safety Committee and consultation with Executive Director.
- ❒ Prior to adoption, the Safe School Plan has been reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- ❒ A current copy of the Safe School Plan is available for public review in the Main Office. Staff members are made aware of how to access the Integrated Safe School Plan online, their emergency roles in the Plan, and how to print it.
- ❒ The Safe School Plan has been evaluated and amended as needed by the School Site Council no less than once a year to ensure that the comprehensive school safety plan is properly implemented [Ed. Code Section 35294.2(e)].
- ❒ Check all emergency supplies throughout the school. Check for expired or obsolete supplies. Order replacement supplies from the warehouse.

- ❒ Establish a "Continuity of Operations Plan" (COOP). Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties.
- ❒ Check all school radios.
- ❒ Have faculty pick their neighboring classroom "buddy" that will check on each other during an evacuation. Create a list to make sure no one is omitted.
- ❒ Create/update the staff cell phone contact list and add it to the appendices.
- ❒ Schedule fire drills and other emergency drills on the school's master calendar.
- ❒ Review the school's emergency response procedures with your office/clerical/custodial and support staff. Make sure they are prepared.

2.4 Site Inspections

Inspecting and ensuring that the school campus is clean, secured, all paths of egress are open and well-lit is essential to the safety and well-being of all students and employees.

Essential Checklist: Plant Inspections

- ❒ A walk-through will be performed at least twice annually by Executive Director and Director of Operations to ascertain any unsafe conditions that are hazardous to the employees' or students' physical or mental well-being.
- ❒ The complete routes used by all students to travel to and from the assembly area used in an emergency should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- ❒ Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- ❒ The Director of Operations will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include: Incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard. (See Form I - Safe Classroom Chart, found in Appendix A.)
    - All damaged fences will be reported and corrected as soon as possible.
    - Outdoor facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

2.5 Preparation and Mitigation for Students with Disabilities

Educators need to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with disabilities and other specific needs. These students include some special education students as well as general education students who may need additional assistance during an emergency. It is

crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs

The needs of these students must be analyzed to accommodate student needs in emergency procedures including emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They need to understand the capabilities and limitations of the population that they serve. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

Identification of Students with Specific Needs

The School Safety Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for special education services, but who are still going to need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

The list of students with specific needs can be entered in the "Emergency Conditions" field of the SEIS database that stores LACOE student medical condition information. Specific equipment and supplies needed to care for each student should be listed here as well. Periodically, the site administrator can print out an updated list.

Lists of students with specific needs should be kept in the School Emergency Response Box and shared with the Operations Team Leader, who is in charge of the Search and Rescue Teams and the First Aid/Medical Teams. Both of these teams need to know the names and challenges faced by these students as it directly impacts the response actions of those teams. The following items should be stored in the School Emergency Response Box in folders marked “Confidential”:

- Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.
- Student emergency contact information for each identified student with specific needs.
- SEIS (Student Health Program) print-outs for students with chronic conditions who may require special or additional support from the Search and Rescue Team or First Aid/Medical Team.

Before an emergency, this information should also be shared with the Logistics Team Leader to make sure that specific supplies are available such as diapers, wheelchairs, etc. The Logistic Team should also be aware of the approximate number this population in the event that they need to order resources, such as buses, etc.

All students with specific needs during an emergency have been identified. The list of these students and their needs has been placed in the School Emergency Response Box.

The leaders of the Search and Rescue Teams, First Aid/Medical Team and the Logistics Team Leader know where to get copies of the list so that their sections can adequately address the needs of students with specific needs.

Emergency Notification for Students with Specific Needs

School administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conducting regular emergency drills incorporating an emergency notification system, such as the fire alarm system and PA system, tests the system and identifies any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs.

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communications challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list should note individuals with specific needs.

Evacuation Concerns for Students with Specific Needs

As part of their planning process, the school will need to consider how they will assist specific needs students who cannot evacuate the building on their own. In almost all situations, students can be assisted or carried down stairs by two to four adults on the Search and Rescue Team.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult aide assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot go down stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area.

All students with evacuation challenges must be identified and know:

- Who will assist them during an emergency
- How they will be rescued during an emergency
- Where they should wait, if there is a designated location
- What equipment will be used (Rescue, Seat, Evac+ Chair, etc.)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations are familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area.

Preparing to Shelter and Care for Students with Specific Needs

Once all students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the SEIS student database, although items only needed outside of school hours may not be included. The greater the student's needs, the more supplies that may be needed to be stored for emergency use.

Students who have greater or more individual needs will need additional support. School staff can create a backpack "go kit" with the necessary supplies in it, tagged with the student's name. The backpack should contain any and all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them.

2.7 Public Shelters

Please note that there are procedures that are followed by LACOE before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services. Information is available in the LACOE Use of School Facilities in an Emergency or Disaster Situation Bulletin.

2.8 School Safety Strategies

Safe Schools are positive, orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Bridges Preparatory Academy promotes educational and psychologically healthy environments for all students and youth. We recognize there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Safe school practices make major contributions to academic success and school improvement efforts.
The following strategies incorporate an expansive range of strategies and programs to support our safe and secure school environment:

SCHOOL SAFETY STRATEGY #1:
Positive pupil interpersonal relations are fostered by teaching social- personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to, problem solving and anger control skills. When appropriate, designated staff members shall make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues of prevention and intervention. The school uses a variety of methods to communicate with pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior
Creating a safe school requires having in place many preventive measures for student's mental and emotional problems. Our school intends to reduce the risk of violence by teaching students' appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts. This occurs school wide during the advisory period and occurs individually when providing behavior interventions.

At-risk pupils are identified using measures shown to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed and documented aggressive behavior, (c) teacher observation and (d) Student Success Team meeting using behavior intervention plans.

Mental Health Programs
Bridges Preparatory Academy identifies students in need and brings forth the student and the family to the school's psychologist. In incidences of possible suicide, the school psychologist or police crisis response units will be contacted to take action. Counselors will be available to

students at Bridges Preparatory Academy also has a variety of social and emotional curriculum that aides in self-confidence and aides students in dealing with their emotions.

Curriculum and resources on these topics are presented during advisory and community council meetings.

Professional Development & Outreach
Bridges Preparatory Academy provides professional development and outreach for teachers, staff, parents, and community members. Amongst the goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility, and to enhance academic success.

Suicide Prevention Policy
The Board of Directors of Bridges Preparatory Academy ("BPA" or "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

Bridges Preparatory Academy has adopted LACOE'S Suicide Prevention, Intervention, and Postvention policy, and will continue to review and adopt revisions to the policy as they occur.

SCHOOL SAFETY STRATEGY #2:
Procedures, programs and strategies used to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils
A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, immigration status or some other factor. Bridges Preparatory Academy conveys the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Our school effectively communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including students, parents, staff and community members:

- Shall be treated with dignity, respect and fairness;
- Shall encourage and maintain high expectations;
- Shall model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity; and

- Shall contribute to an environment of mutual respect, caring and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our school, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the Parent Student Handbook is provided to each parent/student annually, upon enrollment and/or orientation, as requested. This handbook is made available in English and Spanish. It includes information pertaining to student rights to physical safety, to have respect from adults, and to be free of discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. Bridges Preparatory Academy's policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Professional Boundaries

This provision is intended to guide all BPA faculty and staff in conducting themselves in a manner that reflects the highest standards of behavior and professionalism required of school employees and to specify the boundaries between staff and students. Trespassing the boundaries of the staff and student relationship is deemed an abuse of power and a betrayal of public trust. All staff must carefully review this policy along with the examples provided relating to acceptable and unacceptable employee behavior.

Although this policy gives specific direction, it is each employee's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation, sexual insinuation, or otherwise inappropriate from a student or parents' point of view. The objective of providing examples of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, predatory, sexual misconduct, or fraternization. The examples provided below are not intended to be exhaustive.

Staff members must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, staff and student interactions must have boundaries surrounding potential activities, locations, and intentions.

Discipline Policy and Code

Bridges Preparatory Academy has effectively developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair. School safety is enhanced by the development of our school-wide disciplinary policy that includes a code of conduct, specific rules and consequences

that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences are commensurate with the offense, documented in the Student-Family Handbook applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching of social problem solving and social decision-making is now a standard feature of our effective bullying and violence prevention program presented annually each school year. Bridges Preparatory Academy uses a school-wide discipline matrix that clearly communicates the behavioral expectations and consequences for pupils. Our school has also developed plans to promote positive behaviors in the classrooms, lunchroom, hallways, and common areas.

Anti-Bullying Policy
Bridges Preparatory Academy has adopted a Student Code of Conduct to be followed by every student while on school grounds, while traveling to and/or during school sponsored activities.

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

- Any Student who engaged in bullying (including instigating) may be subject to disciplinary action up to and including expulsion. Bullying in any form is not tolerated-NO EXCEPTIONS
- 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 complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or parent of the student should contact the principal or executive director. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

SCHOOL SAFETY STRATEGY #3:
Methods and procedures are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

Parent/Guardian Involvement
Bridges Preparatory Academy staff members make persistent efforts to involve parents/guardians by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

Bridges Preparatory Academy:
- Effectively uses the Student-Family Handbook
- Notifies parents about, and encourages, participation in parenting programs.
- Has established school visitation procedure.
- Uses the School Accountability Report Card as a procedure to communicate to parents.

- Holds parent meetings and/or produces surveys to conduct school needs assessment.
- Provides opportunities for Teacher-Parent conferences.
- Utilizes ParentSquare to send school wide messages to all parents on a weekly basis.
- Uses the school social media to communicate with parents about upcoming events or activities that have happened at Bridges Preparatory Academy.

Problem Solving Teams
Bridges Preparatory Academy has enhanced their effectiveness by identifying factors that result in violence and other problem behaviors. Building collaborative problem-solving teams are essential to successful prevention and intervention with aggressive behavior. Bridges Preparatory Academy utilizes a Student Success Team and school counselors to help address issues of problem behavior as well as academic concerns. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns.

Community Linkages
When working with parents and students with specific issues, the staff will provide information to families regarding available community resources. The staff shall work closely with recognized local city, county, and state agencies.

SCHOOL SAFETY STRATEGY #4:
Bridges Preparatory Academy employees, students, families, and community members use unique strategies to promote school safety.

Administrative Positions
Bridges Preparatory Academy enhances the physical safety of the school by monitoring the surrounding school grounds including landscaping, parking lots, local streets, and bus stops. Pupils and their families can also be a good source of information.

Bridges Preparatory Academy has a dedicated staff whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. Executive Director and Counselor has developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the administration makes themselves available for a student and/or parent to safely report troubling behaviors that may lead to dangerous situations. Effective and trusting relationships between the administration, teachers, and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety.

Campus Disturbances and Crimes
We recognize that campus disturbances and crimes may be committed by visitors and outsiders to our campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. If an emergency were to occur, the situation would be assessed by administration and staff would be informed in a timely manner of the

procedure they should follow. When incidents occur Bridges Preparatory Academy will notify families as information becomes available.

Threat of Violence/Harm Protocol (SB 671)
Bridges Preparatory Academy assesses and responds to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. The School Leadership Team will meet to complete a threat assessment.

Safe Schools for Immigrant Students (AB 699)
Bridges Preparatory Academy is committed to maintaining a safe, welcoming, and inclusive environment for all students, regardless of immigration or citizenship status. This policy establishes limits on school cooperation with immigration enforcement and ensures the protection of student and family information in accordance with California law and the Attorney General's updated guidance. The school may restrict access of immigration enforcement personnel to school grounds, permitting entry to public areas only with sufficient documentation; safeguarding all student and family information unless disclosure is legally required; ensuring staff do not provide assistance beyond what the law mandates; verifying the identification of enforcement personnel; providing parents and students with the Attorney General's **"Know Your Educational Rights"** materials which can be found on the school website.

Suspension & Expulsion Policy
At the discretion of the Principal, Bridges Preparatory Academy will also authorize and implement in-class and in-school suspension for infractions that demand a severe consequence up to and including a suspension, but do not require the student to be removed from the learning environment. In-class and in-school suspension will never be considered as an alternative to expulsion.
Students are subject to mandatory expulsion from Bridges Preparatory Academy for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. 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.
More information on suspension & expulsion can be found in the Family-Student Handbook.

Visitors and Disruptions to Educational Process
Access to school grounds is limited and supervised on a regular basis by school administration, teachers, and staff familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately before entering further into any school building or grounds when school is in session.

Furthermore, the Executive Director (principal) or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an

act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct including disturbing the peace.

Responsibilities of the Parents/Visitors:
• All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
• Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
• Visitors are not to converse with the students, teacher, or con aides during the visitation.
• Visitors are to keep the frequency of classroom visits reasonable (to be determined by the activity being observed).
• Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform their duties.

Mandated Reporter and Training Procedures
To ensure compliance with California law and strengthen student protections, the school shall implement the following procedures:

- Immediate Reporting Requirement: All employees are mandated reporters and must immediately report suspected child abuse or neglect to the appropriate child protective enforcement agency by phone, followed by a written report within 36 hours in accordance with state law.
- No Internal Investigation Prior to Reporting: Employees shall not delay or attempt to investigate allegations before making a mandated report. Site administrators may be notified after the external report is made.
- Annual Mandatory Training: All staff complete annual training on mandated reporting requirements, identifying signs of abuse and neglect, recognizing grooming behaviors, responding appropriately to student disclosures, and maintaining professional boundaries.
- New Employee Orientation: Newly hired staff must complete mandated reporter training within the legally required timeframe and before unsupervised contact with students.
- Documentation and Compliance Monitoring: The school shall maintain records of completed trainings and review compliance annually as part of the Comprehensive School Safety Plan evaluation process.

SCHOOL SAFETY STRATEGY #5:
Effective procedures will be followed by Bridges Preparatory Academy to maintain a safe physical school site.

Enhancing Physical Safety Practices
Bridges Preparatory Academy enhances the physical safety of our campus by having adults visibly present throughout the school, especially during recess, lunch, and transitions. The Executive Director and Counselor also maintain a vigilant presence throughout the day including recesses and lunch.

The following practices enhance the physical safety of our campus:

- Bridges Preparatory Academy is a closed campus, where pupils must have permission to leave the campus during school hours.
- The school building is clean and well maintained.
- A complete list of staff members who have keys to the building is maintained.
- Classroom phones/walkies maintain two-way communication between the front office and each classroom.
- All leadership carry two-way radios for immediate communication and assistance.

Accidents & Injuries

- In case of minor falls, cuts, scrapes, bruises, etc., students will be sent to the office for triage.
- For broken bones or more severe injuries, school staff will call the paramedics for assistance while also calling the students' parents.
- In instances when students are hurt or bleeding, parents will be notified.
- Students will be assessed by a staff member who has been trained in First Aid/CPR.
- Treatment will be administered according to that assessment.
- When one student has caused injury to another student, parents of both children will be notified.

Prevention and Supervision Procedures

To protect students from abuse, neglect, and sex offenses, the school shall implement the following:

- Active Campus Supervision: Maintain structured supervision schedules for before school, lunch/recess, dismissal, and school-sponsored events. Staff will actively monitor assigned areas and intervene immediately in unsafe situations.
- Monitoring of High-Risk Areas: Provide prioritized supervision of restrooms (as appropriate), locker rooms, playgrounds, athletic areas, hallways, parking lots, and other less-visible spaces.
- Controlled Campus Access: All visitors are required to check in at the main office, verify identification as required, and wear visible identification while on campus.
- Clear Reporting Channels for Students: Maintain accessible and confidential methods for students to report safety concerns, including trusted adults and anonymous reporting options.

Instructional Continuity Plan

The Instructional Continuity Plan provides guidance and key resources to successfully launch and lead remote learning via a distance learning program in the event that in-person instruction at school is disrupted for an extended period of time due to an emergency or natural disaster. Plan information can be found attached at the bottom of the CSSP or on the school website.

2.9 School Profile

Bridges Preparatory Academy will offer an inclusive, rigorous, college-ready and trauma-sensitive education that will provide All students with the academic and social-emotional skillset to excel in high-school and beyond 6th through 8th

Bridges Preparatory Academy is located in Compton, California. Our current enrollment includes 150 middle school students in 6th-8th grade.

At Bridges Preparatory Academy, maintaining a safe school environment is of utmost importance. This section of the Comprehensive School Safety Plan will describe programs in place at our school, which support our efforts to provide a safe, positive, orderly, school environment conducive to learning.

School Crime Status and Reporting

Executive Director, teachers, and support staff supervises the school campus throughout the day, during arrival & dismissal, during transitions, and at all school extra curricular activities during after-school hours. The school works closely with the local police department to assist with safety issues, as needed. We are committed to creating the safest possible environment for students, staff, and families.

Generally, serious discipline issues at Bridges Preparatory Academy are handled by the administration, when and if they arise. Staff members handle minor classroom discipline issues within their classroom management plan and make contact with parents, when necessary. All major and progressive disciplines are dealt with by administration.

25-26 Attendance Rate: 96%
25-26 Suspension rate: 0.7%
25-26 Expulsion rate: 0%
25-26 Student Survey: 67%

Personal Characteristics of Pupils

Bridges Preparatory Academy has an enrollment of approximately 150 middle school pupils in grades 6th-8th. 88% of our student population is eligible for the free and reduced lunch program, and this key indicator is used to determine low socioeconomic status of our pupils. 20% of our students are English Language Learners. The ethnic makeup of the pupil population is 8% Black/African American, less than 1% Caucasian and 92% Latino.

The Schools' Location and Physical Environment

Our school community is comprised of students from the immediate, local, Compton community. Families are attracted to our school because they are looking for a smaller, more intimate educational experience.

The immediate area surrounding the school includes single-family homes, churches, auto mechanic shops, small local stores, as well as other community support centers.

Traffic Patterns and Drop-off/Pick-up Points

Bridges Preparatory Academy is located on 400 South Santa Fe Ave. in Compton, CA. The surrounding cross streets around the school are Myrrh & Laurel St. The drop off/pick up parking lot is located adjacent to the school near Laurel St. Employees are permitted to park in the alley located behind the school building, as well as, in the first 4 spaces closest to the alley way and black gate, in the parking lot.

Description of School Grounds
Bridges Preparatory Academy is an open campus that is gated with locked entry points. The building is a two-story building with external doors on the second floor, and a combination of internal and external entry points on the first floor. The school gates are locked during school hours.
There is outdoor common space located in the front of the property for the students to play known as the Yard, as well as lunch tables for students to eat outside when weather permits. During the school day, staff members provide campus supervision. Identified high traffic areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

Maintenance of School Buildings/Classrooms
The school's physical facility is maintained and well kept. School personnel, custodial staff, and consulting contractors periodically examine the school's physical facility and help eliminate obstacles to school safety. Additionally, health and fire department inspectors contribute to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils are encouraged to take pride in the appearance of the school.

Internal Security Procedures
All classrooms maintain and review emergency procedures and post evacuation plans. A copy of the school's sexual harassment policy is available in the main office and is available upon request. This Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. All employee are provided with disability awareness, suicide prevention, mandated reporter, blood borne pathogens, among other safety and preventive training measures.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, must register in the main office prior to entering further into any school building or grounds when school is in session. School employees must wear appropriate identification badges while on campus conducting business.

The school's discipline plan begins at the classroom level. Teachers use a classroom management plan, as provided during initial and ongoing professional development, to communicate classroom rules, promote positive pupil conduct, and reduce unacceptable conduct. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. At Bridges Preparatory Academy we also use a positive discipline approach to assist in desired behavior.

The site administrator contributes to a positive school climate, promotes positive pupil behavior, and helps reduce inappropriate conduct through a number of positive incentive programs. The school communicates regarding matters related to discipline using a program called ParentSqaure. Bridges Preparatory Academy employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

SECTION 3: INCIDENT COMMAND SYSTEM

3.1 Incident Command

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters nationwide. Bridges Preparatory Academy also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the ICS School Organization Chart in the chart at the end of this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

Command: Executive Director and Counselor

During an emergency, the Incident Commander is responsible for setting the response objectives and directing activities from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the principal, as the Incident Commander. The principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison, as needed. The Incident Commander should use "management by objectives" by setting specific goals and objectives for the total response. The objectives should be SMART - Specific, Measurable, Achievable, Relevant and Timely.

Operations: Director of Operations

Under ICS, all tactics for the emergency response are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within LACOE, these activities are performed by the following teams: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams. Operations people are "Problem Solvers" who can work in a non-structured environment. These are the "Doers".

Planning/Intelligence

During an emergency, ICS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by two staff members, one involved with "Documentation" and the other with "Communications". Both

of these positions, if assigned at the discretion of the principal, will report directly to the Incident Commander (principal) unless a Planning/Intelligence Chief is assigned. The ICS Planning and Intelligence Section also predicts future needs and trends and constantly answers the fthrollowing questions:

- "How big is this problem?"
- "Who is affected?"
- "What are we going to need in the next hour, day or week?"

Planning and Intelligence people are forward thinkers. They like to seek out facts and make predictions. A natural choice may be librarians or history teachers.

Logistics: Office Manager and Family-Student Coordinator

The Logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within LACOE, these activities are performed by Supply/Equipment Team. The Logistics section deals with resources. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the "Getters". A natural choice may be your plant manager or supply clerk.

Finance/Administration: Director of Operations and Office Manager

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the "Payers". They will keep track of personnel time and costs. A natural person for this function would be your payroll clerk who knows everybody on campus. Another choice may be your financial manager.

3.2 Command Teams

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the Incident Commander. The Command Team includes the school's Public Information Officer and the Safety Coordinator. The team leader for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration) also report to the Incident Commander. The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location: Outdoor Eating Area

Supplies and Equipment for Command Team

- School Emergency Response Boxes (REF 5450.1 School Emergency Response Boxes)
- Copy of the Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff e-mail lists
- Master keys

- Copies of staff and students rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

3.3 First Aid/Medical Team

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and that first aid and triage is rendered during an emergency.

Assignments

First Aid/Medical Team Leader: Sabrina Henriquez
Alternate Team Leader: Sarah Harik
First Aid/Medical Team Member: Laura Morikawa

First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with Operations to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up First Aid/Medical treatment and/or triage areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients
- Periodically keeping Operations informed of overall status
- Completing the Injury Report

First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. All team members should have First Aid/CPR/AED training. Supplemental online training course STEPS 213 is offered through the Learning Zone. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue
- Triage/First Aid Response
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to First Aid/Medical Team Leader
- Recording information on transport to hospital by first responders
- Supplies and Equipment for First Aid/Medical Team

- Vest or position identifier
- First aid supplies
- Non-Latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report

In a disaster, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Safe School Plan.

3.4 Psychological First Aid/Crisis Team

The Psychological First Aid Team, or Crisis Team, is responsible for the social-emotional wellbeing and safety of all students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency.

Assignments

Counselor First Aid Team Leader: Sabrina Jane
Alternate Team Leader: Alejandro Gomez

Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with Operations to identify concerns and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and ensuring appropriate training is provided.

Psychological First Aid Team Members

The members of the Psychological First Aid Team are responsible for monitoring the social-emotional safety and well-being of the students and staff in the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid Team may include:

- Psychological triage/first aid
- Providing reassurance to students
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Operations to provide water and food to students and staff when necessary
- Supporting other teams, as needed Supplies and Equipment for the Psychological First Aid Team

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens and pencils

3.5 Search and Rescue Team

The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency.

Assignments

Search and Rescue Team Leader: Sarah Harik
Team Member: Angela Cornell
Team Member: Irma Medina

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities, keeping Operations informed of overall status, and coordinating appropriate training. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining 2-3 persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to Team Leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the Utilities Team and Fire Suppression Team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the Team Leader the location, number, and condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)

3.6 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with Operations as required. Close coordination with the Reunion Gate Team is necessary to safely reunite students with their parents or lawful guardians. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities.

Assignments

Security/Utilities Team Leader: Otto Asencio
Alternate Team Leader: Martin Trujillo
Team Member: Alejandro Gomez II

Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and interacting with Operations to identify problems and report status, and coordinates appropriate training. The Security/Utilities Team Leader is also responsible for contacting the Planning and Intelligence Section that will, in turn, notify local utility companies (water, electricity, gas, sewer) as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut-off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary
- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys
- Hand-held two way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.7 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with the supplies cached in the emergency bin and cafeteria storage room.

Assignments

Supply/Equipment Team Leader: Martin Trujillo
Alternate Team Leader: Jessie Arroyo

Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring food/shelter/care
- Work with Planning & Intelligence Coordinator to determine the length of time care will be needed
- Inventory supplies on hand

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

- Hand-held two way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

3.8 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to Operations. Operations will then relay reports of missing students to the Search and Rescue Team.

Assignments

Assembly Area Team Leader: Priscila Iniguez
Alternate Team Leader: Irma Medina
Assembly Area Team Member: Angelica Cobarruvias

Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents arrive
- Gathering Missing Persons Report from each teacher and submitting forms to the Assembly Area Team Leader
- Assisting the Reunion Gate Team as required

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms

3.9 Request and Reunion Gate Teams

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

Request Gate Team Leader: Angela Cornell
Alternate Team Leader: Angelica Cobarruvias

Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status, and coordinating appropriate training. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing parents, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification
- Directing parents or guardians to the Reunion Gate
- Dispatching student runners to Assembly Area to escort students whose parents have come to claim them

Supplies and Equipment for Request Gate Teams

- Keys to Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be re-assigned by the Operations Section Chief to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, advisory or any other criteria that makes sense for the school.
- Ensure that there are sign making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the Psychological First Aid Team and Security Team may be asked to assist the Reunion Gate Team. In the event that a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team stay with the parent and assist them.

Reunion Gate Team Leader: Irma Medina
Alternate Team Leader: Edith Morales Valencia

Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems, request additional personnel, and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate
- Verifying identification and authenticity of reunification forms
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school
- Completing Student Release Log and submitting them to the Reunion Gate Team Leader

Supplies and Equipment

- Hand-held two way radios
- Tables and chairs

- Office Supplies –pens, paper, clipboards, release forms, etc.
- Student Lists
- Flashlights
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log

3.10 Fire Suppression/Hazmat Team

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with Operations. Team members complete the Damage Assessment Report Forms.

Fire Suppression and HazMat Team Leader: Jessie Arroyo
Alternate Team Leader: Otto Asencio

Fire Suppression and HazMat Team Leader

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Evaluating potential release of chemicals
- Identifying damaged areas on the Damage Assessment Report Form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
    - 1. Class A, B or C for ordinary combustibles
    - 2. Class B or C for fires involving flammable liquids
    - 3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and Equipment for the Fire Suppression and HazMat Team

- Vest or position identifier
- Hard Hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two way radios
- Master keys on lanyard

- Clipboard with job duties and Damage Assessment Forms
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools.
- Site maps

3.11 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

Documentation Staff Member: Alma Rodriguez
Alternate Documentation Staff Member: Alejandro Gomez II

Roles and Responsibilities

The Documentation/Communication Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section for status updates.
- Documenting all communications with outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.

The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Listening to District AM/FM/Ham radios for information.
- Send ParentSquare messages to students and staff
- Send updates on Instagram, Facebook and other internet accounts
- Monitor other forms of social media communication (TikTok, etc)
- Updating site maps as reports and other information are received.
- Preserving maps as legal document.
- Using area-wide map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

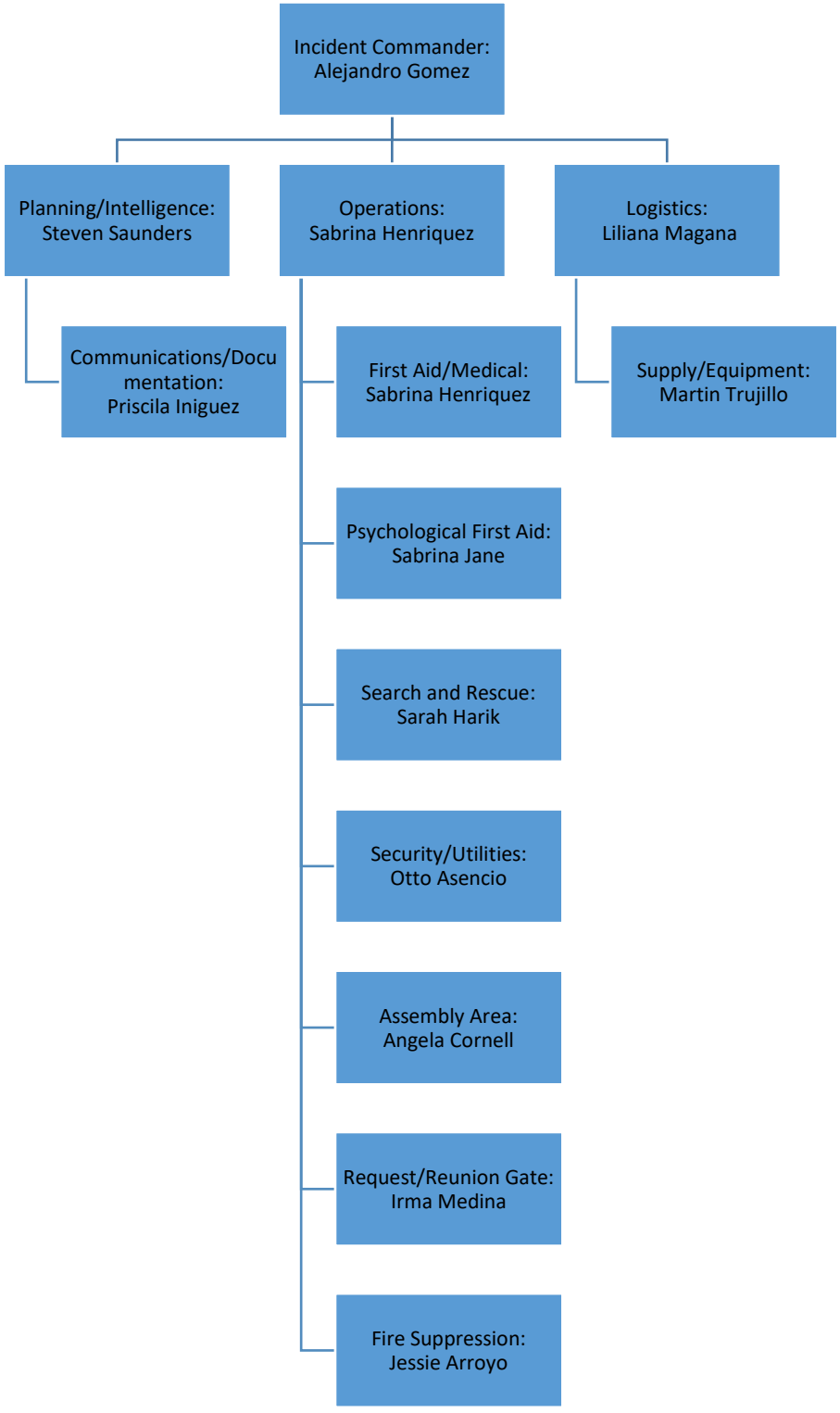
Supplies and Equipment for the Documentation Position

- Hand-held radios
- File boxes
- Paper, pens, dry-erase pens

- AM-FM battery radios/Portable TV
- Damage Assessment Reports
- Maps of event by the hour
- Large site map of campus, laminated or covered with plastic

3.12 School Site Crisis Team Chart

Emergency Management Organization Chart


Incident Commander: Alejandro Gomez
Planning/Intelligence: Steven Saunders
Operations: Sabrina Henriquez
Logistics: Liliana Magana
Communications/Documentation: Priscila Iniguez
First Aid/Medical: Sabrina Henriquez
Supply/Equipment: Martin Trujillo
Psychological First Aid: Sabrina Jane
Search and Rescue: Sarah Harik
Security/Utilities: Otto Asencio
Assembly Area: Angela Cornell
Request/Reunion Gate: Irma Medina
Fire Suppression: Jessie Arroyo

Position	Roles & Responsibilities	Primary Staff	Backup Staff
Incident Commander	During a crisis, directs all crisis operations, verifies facts, and coordinates all crisis response & intervention services.	Alejandro Gomez	Steve Saunders
Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents	Steve Saunders	Sarah Harik
Public Information Officer	Official spokesperson for an incident. Includes preparing Principal'sList and other communications for staff and parents, identification of media locations and updates.	Priscila Iniguez	Irma Medina
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents	Sabrina Jane	Alejandro Gomez
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage	Sabrina Henriquez	Sarah Harik
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	Otto Asencio	Martin Trujillo
Request Gate	Processes requests for student pickup.	Angela Cornell	Angelica Cobarruvias
Reunion Gate	Reunites students and parents at Reunion Gate.	Irma Medina	Edith Morales Valencia
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	Liliana Magana	Alicia Bautista
Communications	Maintains log of incident actions and all documents	Alma Rodriguez	Alejandro Gomez II

	associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information.		

3.13 School Site Suicide/Threat Risk Assessment Team Chart

Position	Roles & Responsibilities	Primary Staff	Backup Staff
Administrator	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals, safety planning, and monitoring.	Alejandro Gomez	Steven Saunders
Mental Health Professional/Suicide Prevention Liaison	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	Sabrina Jane	Alejandro Gomez
Law Enforcement	Responds to situations of risk of violence to self or others. Assists with assessment and application/ transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	Sabrina Jane	Steve Saunders

SECTION 4 – TRAINING AND EXERCISES

4.1 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment at school. Emergency supplies will be maintained in each classroom and in an outdoor shed.

Each classroom will contain an emergency kit that contains the following items at all times**:**

- Class rosters
- Student emergency contact lists
- Highlighter
- Pen
- Pencils/crayons

- First Aid Supplies:
- Bandages
- Rubber gloves
- Cotton swabs
- Plastic trash bags

- Additional supplies:
- Book(s) to read to students
- Playing cards/games
- Activities/worksheets to keep students occupied

4.2 Training and Exercises

All staff will be trained annually on the Safe School Plan, typically during summer professional development. Training exercises will be held before emergency drills are conducted with students.
Staff participates in annual

4.3 Emergency Drills

Drills are held at the following minimum level of frequency:

- Fire: First month of school until proficient, once every other month
- Earthquake (Drop/Cover/Hold): Once per semester at minimum
- Lockdown: Once per semester at minimum
- Shelter-in-Place: Review once per year

4.4.1 Fire Drill

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.

3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area.
7. Take attendance.
8. Wait for the "all clear" signal, then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

4.4.2 Earthquake Drill

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

Signal: The signal for the drill is the following PA announcement.
"Your attention, please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow drop, cover and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions."

Earthquake Drill Procedures

1. Initiate the DROP, COVER and HOLD ON action.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.
5. Place head as far as is possible between knees, cover crown of the head with hands.
6. Stay in this position until shaking stops.
7. Teachers will direct students to return to their seats.

After an earthquake, students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

4.4.3 Lockdown Drill

Signal: The signal for the drill is the following PA announcement.

"Your attention please. There is a threat to your safety near the school. For everyone's protection, all students should go into to the nearest classroom and lock the door. You should be

in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions."

Lockdown Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the indoor commons or available classroom.
3. Move students to the most protected areas in the room and lock the door.
4. Have students face away from windows and keep their backs toward windows.
5. Close and lock all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades
6. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.

4.4.4 Shelter-in-Place Drill

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside.

Signal: The signal for the "Shelter-In-Place" drill is the following PA announcement:

"Your attention, please. Because we have received information regarding a hazard in the community, we are instituting shelter-in-place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."

Shelter-in-Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the indoor commons or available classroom.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Cover any vents or holes with posters, paper or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
8. Turn off HVAC and cover vents.

Drills Schedule
2026-2027
Thursday, September 10th, 2026- Fire Drill

Friday, October 15th, 2026- Great Shakeout Earthquake Drill

Wednesday, November 18th, 2026- Active Shooter/Lockdown Drill

Friday, December 4th, 2026- Fire Drill

Thursday, February 4th, 2027- Earthquake Drill

Friday, March 12th, 2027- Fire Drill

Thursday, April 22th, 2027- Active Shooter/ Lockdown Drill

Friday, June 4th, 2027- Fire Drill

SECTION 5 – AUTHORITIES AND REFERENCES

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

California Senate Bill 187 (1997) - Requires a comprehensive school safety plan with identified appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, update the plan annually, and adopt emergency procedures and policies.

California Education Code Section 32282 - Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed "drop" procedures. Also requires training of school staff in the drop procedures.

California Education Code Section 35295-35297 - Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken

before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

California Education Code Section 35294.1 - School safety plans may include an action plan with input from law enforcement, and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

California Code of Regulations 560 - School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

California Education Code 32040 - Requires each school to have a first aid kit.

California Government Code 3100 (Disaster Service Workers' Act) - All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor, or proclaimed by the Mayor.

California Field Act of 1933 – Specifies stricter building codes for and more frequent inspections of public school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

California Code of Regulations Title 8 Section 3221 - sets forth the procedures for Fire Protection Systems.

California Education Code 3200 - Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

SECTION 6 – FUNCTIONAL ANNEXES

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively. Multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

6.1 Accounting for All Persons

This action is taken to account for the whereabouts and wellbeing of all students, staff members and visitors and is one of the first tasks that must be accomplished in any emergency

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Leader.
3. The Assembly Area Team leader will compile a master accounting of all persons on campus, and make reports available to the Operations Section Chief and Incident Commander.

6.2 All Clear

This action is taken to notify staff and students that normal school operations can resume.

1. The Incident Commander (principal) will make the following announcement on the communication system, which signifies that the emergency is over. If the communication system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. “Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation”.
2. The Incident Commander will convene the school Psychological First Aid/Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to parents.
4. The Incident Commander will complete a report to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

6.3 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris, and is commonly used during an earthquake or explosion.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention please. We are having an earthquake. Drop, cover and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions.”
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.4 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold on), or any emergency where the building and its contents are perceived to be a threat to student safety

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left.”
2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing students on the Missing Persons Report
5. Once assembled, teachers and students will stay in place until further instructions are given.
6. The Incident Commander will make appropriate notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.5 Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus

areas. During a lockdown, students are to remain in the locked classrooms or designated safe locations at all times.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom."
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
6. The Incident Commander will make appropriate notifications to parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action

6.6 Psychological Trauma/School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

As a result of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff.

Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the Psychological First Aid/Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to document the actions of the Crisis Team.
5. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
6. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
7. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

The following are general preparedness, response and recovery protocols for the administrator/ designee to implement during any crisis

A. Preparedness
    a. Establish a school site crisis team. School site crisis team members should be comprised of school staff, such as administrators and out-of-classroom support staff. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.
    b. Schedule regular school site crisis team meetings. School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:
        i. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).
        ii. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.
        iii. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan.

iv. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care).
v. Develop strategies to mitigate long-term impact on student mental health, wellbeing and academic achievement by re-engaging students in the learning process.
vi. Identify school and community-based resources.

B. Response The following are general procedures for the administrator/designee to respond to crisis situations at the school site.
   a. Ensure Campus/Office Safety
      i. Call 911 for immediate, emergency life threatening situations.
      ii. Secure site and implement lockdown, if necessary.
      iii. Activate the ICS team, as needed.
   b. Determine Facts
      i. Consider some of the following questions when gathering information to determine the appropriate response for the situation:
         1. What happened?
         2. Who was involved?
         3. How were they involved?
         4. How did it happen?
         5. Where and when did it happen?
         6. What caused the crisis?
         7. What is the condition of those involved?
         8. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?
   c. Assess
      i. The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:
         1. Type of incident
         2. Number of students and staff that might be affected
         3. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
         4. Physical proximity to the crisis incident
         5. History of other crises at the school or for those involved in the current crisis
         6. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
         7. School and community resources available
   d. Develop Action Plan
      i. Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be

documented and managed by the school site administrator/designee. Actions may include:

1. Communication
2. Logistics/Operations
3. Psychological Triage/Crisis Counseling
4. Incident Debriefing
5. Documentation
6. Important Considerations
7. Recommendations for Short and Long-Term Recovery

The Crisis Team will provide on-going assessment of needs and follow-up services as required.

Psychological First Aid: Responding to Crisis Incidents

1. LISTEN to what they say and how they act.
    a. Address the feeling(s)/behavior(s) as soon as possible.
    b. If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
    c. Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
    d. Express compassion and calmness in your statements as well as nonverbal behaviors.
2. PROTECT by maintaining structure, stability, and consistency.
    a. Maintain daily routines, activities, and structure with clear expectations and consistent rules.
    b. Provide supervision and consistency to encourage successful outcomes.
    c. Give information that is accurate and age-appropriate.
    d. Keep the environment free of anything that could re-traumatize the student.
    e. Validate the student's life experience.
    f. Maintain confidentiality as appropriate.
3. CONNECT through interaction, activities and resources.
    a. "Check in" with student(s) on a regular basis.
    b. Become familiar with learning support staff at your school (School Psychologist, Family-Student Coordinator, etc.) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
    c. Encourage interactions, activities, team projects with friends and teachers.
    d. Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.). Note: Consult with DCFS if you suspect child abuse and/or neglect.
4. MODEL calm and optimistic behavior.
    a. Model healthy responses by remaining calm, courteous, organized and helpful.
    b. Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
    c. Take constructive actions to assure safety.
    d. Monitor conversations that students may engage in or hear.

   e. Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
   f. Practice self-care.
5. TEACH about normal changes that can occur when traumatized.
   a. Student(s) may have different reactions even to the same event.
   b. Encourage students to identify and use positive coping strategies to help them after the event.
   c. Help your students to problem solve to get through each day successfully.
   d. Help students set small "doable" goals and share in these achievements as "wins."
   e. Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.7 Relocation (Off-Site Evacuation)

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We need to institute an off-site relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."
2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in the Safe School Plan. Teachers and students will stay together during the evacuation.
3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to parents.
6. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.8 Reunification

Student reunification is implemented to reunite students with their families after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the Psychological First Aid Team may be asked to assist the Reunion Gate Team. In the event that a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

6.9 Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air, inclement weather, or other hazards. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that a shelter-in-place may involve the shutdown of heating and air conditioning (HVAC) systems, and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

Shelter-in-Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We are implementing a Shelter-in-Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any

vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you".

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.10 Threat to Others

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799.0 Threat Assessment and Management (Student-to-Student, Studentto-Adult) and BUL-5798.0 Workplace Violence, Bullying and Threats (Adult-to-Adult) bulletins.

Protocol for Responding to School Violence and Threats

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in school, at school-related activities and in all areas within the school's jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

1. Secure Campus/Office Safety
    a. Call 911 for immediate, emergency life threatening situations.
    b. Call local law enforcement for assistance at the school site or school related activity.
    c. Secure site and/or implement lockdown, if necessary.
    d. Contact the Los Angeles County Department of Mental Health ACCESS (800) 854-7771 for a mental health evaluation to determine risk to self or others and possible hospitalization (see Section III, H3).

e. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
f. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841. B.

2. Investigate
Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:
   a. Student information (e.g., name, date of birth, address)
   b. Emergency information (e.g., family contact, health care provider information)
   c. Attendance records
   d. Student cumulative records, including Individualized Education Program (IEP), psychoeducational assessment, prior school records
   e. Student discipline records, including any history or discipline related to the incident
   f. Student health information, including self-injurious behavior and/or suicidal ideation
   g. Review of school computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
   h. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
   i. Statements from witnesses (e.g., students, teachers, other staff)
   j. Family situation information
   k. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
   l. Access to weapons
   m. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.

3. Convene a Threat Assessment Team
The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles Police Department Officer, and a mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor). The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting. Critical roles of effective teams include:
   a. Communication among all key stakeholders. The administrator/designee shall coordinate and document all actions.
   b. Collaboration with other professionals across institutional boundaries, including local law enforcement, community mental health agencies, child protective services, and probation.
   c. Coordination of services for prevention, early identification, and interventions. Sharing of confidential information shall be restricted to those persons with a

need to know basis. Information must not be discussed or divulged concerning any involved parties to any other person(s).

4. Assess for Risk to Self or Others
    a. The administrator /designee or the designated school site threat assessment team member will meet with the student to complete a risk assessment using the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist. The questions should not be read to the student, but rather should be used as a guide while assessing the student.
    b. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist, as needed:
        i. Low Risk - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
        ii. Moderate Risk - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
        iii. High Risk - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.
5. Suspected Child Abuse
   If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency following the District's Child Abuse and Reporting Requirements policy (BUL-1347.3). This report should include information about the student's suicide risk.
6. Determine Appropriate Action Plan
   Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:
    a. Contact with and/or apprehension of student(s) who initiated the threat.
    b. Removal of student from premises.
    c. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
    d. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
    e. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
    f. Design support system for the targeted individual and/or student who initiated threat, if appropriate.
    g. Obtain a restraining order, when appropriate.

h. Monitor progress toward reestablishing school safety.

7. Additional Actions
   Additional interventions may be required if the behavior falls under any of the following categories:
   a. Criminal Threat (bodily harm or an immediate physical threat)
      i. Call local law enforcement.
      ii. Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event. c. Notify the LD Operations staff and Student Discipline and Expulsion Support Unit.
   b. Mental Health Evaluation
      i. While in school or at a school-sponsored activity, students who present with severe mental health/behavior issues, such as depression, homicidal or suicidal ideation, should be addressed by an administrator/designee to discuss any concerns for their safety and health/mental health well-being.
         1. Determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be moderate or high risk, secure emergency services by calling 911 and/or Los Angeles County Department of Mental Health ACCESS (800) 854-7771.
         2. Supervise and monitor the student until appropriate assistance arrives.
         3. Non-law enforcement District employees should not transport students exhibiting the behaviors noted above.
      ii. Contact law enforcement to conduct a welfare check, as appropriate.

8. Student Re-entry Guidelines
   a. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider to attend school (see Medical Clearance for Return to School).
   b. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition. See Student Re-entry Guidelines for a checklist of action items to consider.
   c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program.
   d. If the student is transferred to another school or location, the site administrator/ designee should communicate with the receiving school to assist with the transition and ensure continued support services for the student. See Student Re-entry Guidelines for a checklist of action items to consider.
9. Provide Resources (see Resource List)
   a. For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.

b. For students who pose a risk to themselves, provide the National Suicide Prevention Lifeline (800)273-8255.

10. Monitor and Manage
    a. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
    b. Maintain consistent communication with appropriate parties on a need to know basis.
11. Document All Actions
    a. Each administrator/designee shall maintain records and documentation of actions taken at the school for each case
    b. The administrator/designee notes taken during the threat assessment meeting are for use by the school's legal counsel. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from Executive Director.
    c. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

SECTION 7 – THREAT AND HAZARD-SPECIFIC ANNEXES

The threat- and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a functional annex need not be repeated in a threat- or hazard-specific annex. Develop these based on the prioritized list of threats and hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific threats hazards.

7.1 Active Shooter/Gunfire

If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures. An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a Lockdown, the recommended appropriate Immediate Response Action.
3. The School Incident Commander will call 911, and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so.

4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Leader will:

- Prepare a message for parents to be sent on ParentSquare.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Leader will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
    a. Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe
    b. Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
2. The First Aid/Medical Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
3. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Crisis/Psychological First Aid Team to ensure notification of parents and family members of the wounded.
4. All media inquiries will be referred to the designated Public Information Officer.
5. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
6. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
7. The School Incident Commander will debrief with staff.

7.2 Automated External Defibrillator (AED)

The school shall acquire at least one Automated External Defibrillator (AED). The school will ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, or any individual experiencing a sudden cardiac arrest or a similar life-threatening

medical emergency while on school grounds. AED or AEDs will be available for use by anyone on campus with a CPR/AED certification.

7.3 Naloxone Policy for Opioid Overdose

The goal of Bridges Preparatory Academy is to provide a safe environment for our school communities and to be prepared for emergencies of all kinds. The United States is currently facing a public health crisis amongst youth and adults in regards to Fentanyl. Fentanyl is an opioid drug that is approximately 100 times more potent than morphine and 50 times more potent than heroin. The number of Fentanyl-related overdose deaths has significantly increased nationally & locally in the past 4 years, and the use of Fentanyl is being targeted to younger and younger individuals. Naloxone is a medication that reverses an opioid overdose, including Fentanyl, by restoring normal breathing to a person whose breathing has slowed or stopped because of an overdose.

Bridges Preparatory Academy has opted to establish a stock of Naloxone on campus. The purpose of this policy is to ensure the school is prepared to respond in the event a person is suffering, or reasonably believed to be suffering, from an opioid overdose on its school campus.

7.4 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, Animal Control (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or First Aid/Medical Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via ParentSqaure if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to create a report on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.5 Biochemical/Hazardous Materials

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases within or adjacent to schools include the

discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: · Multiple victims suffering from watery eyes
Twitching · Choking · Loss of coordination · Trouble breathing · Other indicators may include the presence of distressed animals or dead birds. There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

7.5.1 Substance Released Inside a Room or Building Procedures

The principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population. 2. The Incident Commander will call 911, Compton Sheriff (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency. 3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. 4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas. 5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system. 6. The Incident Commander will notify and update parents via ParentSqaure. 7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evaluate and monitor exposed individuals. 9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders. 10. The Incident Commander will complete the Biological and Chemical Release Response Checklist. 11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery. 12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so. 13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.5.2 Substance Released Outdoors and Localized Procedures

The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.
The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area. 3. The Incident Commander will call 911, Compton Sheriff (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and

will provide the exact location and nature of emergency. 4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. 5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings. 6. The Incident Commander will notify and update parents via ParentSqaure. 7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evacuate and monitor exposed individuals. 9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders. 10. The Incident Commander will complete the Biological and Chemical Release Response Checklist. 11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery. 12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so. 13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.5.3 Substance Released in Surrounding Community Procedures

The principal or designee becomes the Incident Commander, activates the ICS team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter-in-Place. 2. Follow all Shelter-in-Place procedures. 3. The Incident Commander will complete the Biological and Chemical Release Response Checklist. 4. The Incident Commander will monitor local news for information about the incident.

The school will remain in Shelter-in-Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander. 6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action

7.6 Bomb Threat/Suspicious Package

Response to a bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

7.6.1 Bomb Threat by Telephone Procedures

The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of: · Nature of threat on phone line · Name of school · Phone number of line receiving threat · Name and contact information of staff member 2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the

call. Bomb Threat Form Questions include: · Where is the bomb (building, location)? · When is it going to explode? · What kind of bomb is it? What does it look like? · Who set the bomb? Why was the bomb set? · What can we do for you to keep the bomb from exploding? · What is your name? · How old are you? · Where do you live? · How can you be contacted? In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as: · Caller Characteristics: o Gender o Age o Accent o Slurred/impaired speech o Recorded/disguised voice o Familiarity o Irrational/incoherent Background Noise: o Office o Outdoors o Traffic o Other 3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls Compton Sheriff (213) 625-6631 who will advise the school. In most cases, Compton Sheriff will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with Compton Sheriff, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation. 4. If the school is directed to search for unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object. 5. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. 6. No attempt should be made to investigate or examine a discovered suspicious object. 7. The Incident Commander will notify and update parents via ParentSqaure. 8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 9. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation. 10. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area. 11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 12. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery. 13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. 14. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions. 15. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

7.6.2 Suspicious Package Procedures

If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted. 2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and handheld radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies. 3. The Incident Commander will call 911 and Compton Sheriff (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package. 4. The Incident Commander will notify the LD

Administrator of Operations and/or Operations Coordinator of the incident. 5. No attempt should be made to investigate or examine the object. 6. The Incident Commander will notify and update parents via ParentSqaure. 7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 8. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation. 9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes. 10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery. 12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. 13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions. 14. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

7.7 Demonstration/Walkout

Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator. 2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown. 3. The Incident Commander will notify Compton Sheriff (213) 625-6631 to request assistance and will provide the exact location and nature of emergency. 4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. 5. The Security Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. 6. If students leave the campus, the Incident Commander, in consultation with the Security Team, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site. 7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.

The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions. 9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate. 10. The Incident Commander will notify and update parents via ParentSqaure. 11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 12. The Incident Commander should proceed using good judgment based on law enforcement or other legal input, in taking action to control and resolve the situation. 13. Once the incident has concluded and the

campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.8 Disorderly Conduct

Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by school administrator and/or Compton Sheriff. 2. Staff will immediately notify the principal or designee. 3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation. 4. The Incident Commander will call Compton Sheriff (213) 625-6631, and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911. 5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations. 6. If the perpetrator is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation). 7. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. 8. The Incident Commander will notify and update parents via ParentSqaure, as necessary.

The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted. 11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation; the following procedures should be implemented in response to all earthquakes, regardless of magnitude:

7.9.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris. 1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On. 2. Move away from windows and overhead hazards to avoid glass and falling objects. 3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands. 4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area. 5. In the event of an evacuation, teachers will bring

their student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students or any student that was left behind. 6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access. 7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires. 8. The First Aid/Medical Team will set up the first aid station, check for injuries and provide appropriate first aid.
The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer). 10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff. 11. The Incident Commander will contact the LD Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. LD personnel will communicate conditions to the District's Emergency Operations Center. 12. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the Compton Sheriff and LD Administrator of Operations. 13. The Incident Commander will contact the LD Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander. 14. Any damaged areas will not be reopened until the LD Facilities Team provides clearance and the Incident Commander gives authorization to do so. 15. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school. 16. The Incident Commander will direct the Planning and Intelligence Coordinator or other authorized user to open an iSTAR report on the incident. 17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9.2 Earthquake during Non-School Hours Procedures

The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment. Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the Compton Sheriff Watch Commander's Office (213) 625-6631 that you are on campus before beginning a site assessment. 2. The Incident Commander should confer with the LD Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied. 3. If the school cannot be occupied, the Incident Commander and LD Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will contact staff members and parents via ParentSqaure. 4. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the Compton Sheriff and LD Administrator of Operations.

7.10 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7.10.1 Explosion on School Property Procedures

In the event of an explosion, all persons should initiate Drop, Cover and Hold On. 2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and Compton Sheriff (213) 625- 6631 to provide the exact location (e.g., building, room, area) and nature of emergency. 3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. The LD office will call the Office of Communications with information on the situation. 4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter. 5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area. 6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 7. The Incident Commander will notify and update parents via ParentSqaure. 8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 9. The First Aid/Medical Team will check for injuries and provide appropriate first aid. 10. The Fire Suppression/HazMat Team should attempt to suppress small fires with extinguishers, if it is safe to do so. 11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. 12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings. 13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities. 14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander. 15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the Compton Sheriff and LD Administrator of Operations.

. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so. 17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions. 18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.2 Risk of Explosion on School Property Procedures

The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation. 2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area. 3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 4. The school administrator will call 911 and Compton Sheriff (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency. 5. The school administrator

will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. 6. Staff should attempt to suppress small fires with extinguishers, if it is safe to do so. 7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations. 8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities. 9. The Incident Commander will notify and update parents via ParentSqaure. 10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so. 12. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to Compton Sheriff and the LD Administrator of Operations. 13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property. 14. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions. 15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures

. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place response action. 2. The Incident Commander will notify 911 and Compton Sheriff (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency. 3. The Incident Commander will take further actions as needed or advised by authorities. 4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. 5. The Incident Commander will notify and update parents via ParentSqaure. 6. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 7. The school will remain in a Shelter-in-Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions. 8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. More information about radiological incidents is available on the Learning Zone in courses STEPS 205 and STEPS 405. 1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place action. 2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows. 3. The Incident Commander will notify 911 and Compton Sheriff (213) 625-6631 and provide details on the area and personnel affected at the school. 4. After the initial blast, ICS teams should provide first aid and extinguish fires. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible. 5. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the Safe School Plan for gas supply shut-off valve) and fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or

duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights. 6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. 7. The Incident Commander will notify and update parents via ParentSqaure. 8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate. 10. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside. 11. The school will remain in Shelter-in-Place until the Los Angeles County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. Relocation may be advised by authorities. 12. The Planning and Intelligence team will complete a Damage Assessment Report and transmit it to Compton Sheriff and the LD Administrator of Operations. 13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.11.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on the Learning Zone in courses STEPS 201 and 401. Online training about fire alarm systems is available on the Learning Zone in course STEPS 418. 1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator. 2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area. 3. The Incident Commander will call 911 and Compton Sheriff (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire. 4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the fire. LD personnel will call the Office of Communications with information on this situation. 5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 6. The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives. 7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles. 8. The Security/Utilities Team will notify the appropriate utility company of damages. 9. The Incident Commander will notify and update parents via ParentSqaure.
. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 11. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-labuses to request buses for staff and student evacuation. 12. Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so. 13. For fires during non-school hours, the Incident Commander and the

LD Administrator of Operations will determine if the school will open the following day. 14. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out." 15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the Compton Sheriff and LD Administrator of Operations. 16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action

7.11.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. 1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. 2. The Incident Commander will notify 911 and Compton Sheriff (213) 625-6631 and will provide the location and nature of emergency. 3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles. 4. The Agency Liaison will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions. 5. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. LD personnel will call the Office of Communications with information on this situation. 6. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area. 7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate. 9. The Incident Commander will notify and update parents via ParentSqaure.

The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 11. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-labuses to request buses for staff and student evacuation. 12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions. 13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.12 Food/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on the Learning Zone in course STEPS 416. Suspected Contamination of Food or Water Procedures 1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area. 2. The Incident Commander will notify: · 911 ·

Compton Sheriff (213) 625-6631 · County Department of Health Services (213) 974-1234 · Office of Environmental Health and Safety (213) 241-3199 · Food Services Division (213) 241-2993 · District Nursing Services (213) 202-7580 · Local District Administrator of Operations and/or Operations Coordinator 3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff, and will provide the list to responding authorities. 4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate. 5. The Planning and Intelligence Team Leader will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information. 6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations. 7. The Incident Commander will notify and update parents via ParentSqaure. 8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.13 Public Health Emergency

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with District Nursing Services (213) 202-7580. Online training about public health emergencies is available on the Learning Zone in course STEPS 416. During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation. Healthy Habits to Reduce Public Health Emergency Impact Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include: · Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner from the District Warehouse. Schools may not use alcohol-based hand cleaner. Schools must stock adequate hand washing supplies for all restrooms. · Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze. · Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian. · Activate the School's Continuity-of-Service Plan in the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant

Principal. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be done when those employees are absent.
School sites are asked to cross-train on basic operations at least two people to fill in for missing co-workers. To assist in the planning process, schools can use the Continuity of Service Form. Once the template has been filled out for all critical employees, the form should be saved and printed out to go in the Safe School Plan binder. Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Methods may include the following: · Allowing students to take home school books and class materials · Posting lesson on school websites with materials · Using ParentSquare telephone messages to homes · Use of other approved internet education websites · Mailing home printed materials · Having printed materials available for families to pick up at school

7.14 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet, and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time. This procedure should be followed if a distant or local event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a tsunami annex in their safe school plan. All of the identified schools have been issued weather alert radios that are managed by NOAA (National Oceanic and Atmospheric Administration). Information is available in the LACOE NOAA Weather Radio All Hazards Alert Reference Guide. Tsunami Procedures 1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation. The specific action will depend on how close the school is to the ocean, and how much time there is to act. 2. The Incident Commander or Public Information Officer will monitor local news outlets for information such as evacuation notices, and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone will have a NOAA weather alert radio with battery back-up in the Main Office. 3. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination should be to land that is at least 100 feet above sea level. Stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving. 4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. Teachers will notify the Assembly Area Team of missing students. 5. The Incident Commander will notify Compton Sheriff (213) 625-6631 and the LD Administrator of Operations and/or Operations Coordinator of the incident. LD staff will inform the Office of Communications of the situation. 6. The Incident Commander will notify and update parents via ParentSqaure. 7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 8. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions. 9. Once the incident has concluded and the

campus has been determined to be safe, the Incident Commander will initiate the All Clear action. * The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.15 Utility Failure

A utility failure is a situation involving a loss of water, power or other utility on school grounds.

7.15.1 General Loss or Failure of Utilities Procedures

If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately. 2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds. 3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building. 4. The Incident Commander will notify the Local Maintenance Area (Monday – Friday between the hours of 7:00 a.m. – 4:00 p.m.) or Compton Sheriff (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander. 5. Local Maintenance Area personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted. 6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the loss of utility service.

If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. 8. The Incident Commander will notify and update parents via ParentSqaure. 9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility. 11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. 12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.15.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many can be easily solved if the school has adequate emergency supplies: 1. Bathrooms - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush”. Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5 gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs. Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and both should be stored with the other emergency supplies.

If Porta-Potties are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible ones for students with specific needs. Mark at least two of the Porta-Potties for faculty use. 2. Cafeteria - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it. 3. Drinking Water - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often DWP or Maintenance and Operations will obtain bottled water for the school.
If schools are using the emergency water, they must re-chlorinate the water 30 minutes before it is put out for consumption. Details are available in the LACOE School Site Emergency/Disaster Supplies Reference Guide. 4. Fire Suppression - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see the LACOE Procedures for Fire Protection Systems Reference Guide. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers: · Los Angeles City Fire Department (Valley) (818) 347-1110 · Los Angeles City Fire Department (Los Angeles) (213) 978-3660 · Los Angeles County Fire Department (323) 881-2455 Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they followed the Fire Code. 5. Other Concerns - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for her to use at the sink in the Health Office, or provide bottled water.

7.15.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power. 1. Lights - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage. Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building if it is dark outside. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning. Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge

batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer. 2. Phone Systems - School PBX phone systems have a battery back-up because they run on computers. This will allow the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. In the event of a power outage, the fax line will still work and schools should keep a single line handset that can be plugged into this line during a loss of utilities. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as "essential service lines" and will be restored first. 3. School Two-Way Radios - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with Compton Sheriff. The radios will still operate during a power outage or when phone systems are down. Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with Compton Sheriff dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools. Cell phones, text messages, and public access communication tools can supplement two-way radio communications. 4 Students On Ventilators - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should contact the Office of Emergency Services. 5 Fire Alarms And Suppression Systems - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see REF 1902.2 Procedures for Fire Protection Systems . The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety (213) 241-3199 must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers: · Los Angeles City Fire Department (Valley) (818) 347-1110 · Los Angeles City Fire Department (Los Angeles) (213) 978-3660 · Los Angeles County Fire Department (323) 881-2455 Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to insure they abided the Fire Code. 6 Food Service - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from an offsite location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer. Plan for a Loss of Water: Toilets: Portable toilets set up on field Drinking Water: 66 barrels of potable water stored in safety trailer Food Service: Emergency food supply stored in cafeteria pantry Fire Suppression System (if applicable): Fire extinguishers available throughout campus Plan for a Loss of

Electricity: Ventilation: Make-shift fans made of stiff material Electric Lights: Flashlights available on campus Plan for a Loss of Natural Gas: Food Service: Propane powered gas grills available on campus Plan for a Loss of Communication: Telephone Service: Cellular phones available on campus Intercom: two way radios messengers

7.16 Weather

Schools may implement general inclement weather procedures during extreme heat, heavy rain, flooding, hail, or high winds. More information is available in Reference Guide School Procedures during Inclement Weather, Reference Guide NOAA Public Weather Radios, and Bulletin Guidelines for Preventing Heat Stress.

7.16.1 General Inclement Weather Procedures

The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation. 2. The Incident Commander will notify 911 and Compton Sheriff (213) 625-6631 and will describe the nature and extent of the incident. 3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation. 4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions. 5. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate. 6. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area. 7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. 8. The First Aid/Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary. 9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities, and advise the Incident Commander if activities should be curtailed. 10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 11. The Incident Commander will notify and update parents via ParentSqaure. 12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions. 13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:
Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage. · Inspect roof scuppers and drains to make sure they work properly. · Request sand bags

and plastic sheeting from the operational area that can be used to divert water away from doors. Flood/Flash Flood A Flash Flood may accompany rain, or may appear suddenly as a result of storm conditions elsewhere in Southern California, and may impede driving. Hail Hail can damage buildings and equipment, possibly injure students (depending on the size of the hailstones), and may be accompanied by unusually cold weather. Wind High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles).

7.16.3 Funnel Clouds Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded. 1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Action, Shelter-in-Place. 2. The Incident Commander makes the following announcement over the PA system, or using an alternate method of communication: “Your attention please. We are implementing a Shelter-in-Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor with your back to the wall, and protect your head with your arms. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.” 3. If inside, teachers will keep students in the classroom until further instructions are given. 4. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names. 5. The Incident Commander will notify 911 and Compton Sheriff (213) 625-6631 and will describe the nature and extent of the incident. 6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation. 7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate. 8. Teachers will take attendance to account for students, and notify the office of missing students. 9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident. 10. The Incident Commander will notify and update parents via ParentSqaure. 11. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions. 12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.4 Heat Procedures

The intensity of exercise activities must be limited, or they must be modified whenever the Heat Index (table attached, tap paperclip to view) is above 95°. Details are available in the LACOE Guidelines for Preventing Heat Stress Bulletin. A useful resource that calculates the heat index

and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be obeyed. Modifying Athletic Activities During Excessive Heat During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports: · Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged. · Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted. Strategies for Preventing Heat Stress During the School Day · A "cool room" should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the "cool room" should be available for use at all times during the school day. · Hold events indoors when possible.
Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include: o Students with history of previous heat illness o All current illnesses and/or health sensitive medical conditions o Students who have experienced recent injuries

7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the LACOE NOAA Weather Radio All Hazard Alert Reference Guide and at http://achieve.LACOE.net/noaa Watch - used when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A "watch" is intended to provide enough lead time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should: · Review the Safe School Plan and confirm staff assignments for emergency positions · Review field trips and extracurricular activities · Review PowerSchool emergency contact lists for staff and students · Monitor local weather via www.weather.gov and/or a NOAA weather radio · Inspect the campus for conditions that could cause damage Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should: · Review the Safe School Plan · Check emergency supplies · Examine extracurricular activities, field trips, and after-school programs · Plan for modified activity schedule · Move outdoor equipment out of harm's way · Monitor local weather via www.weather.gov and/or a NOAA weather radio · Check school site for hazards and exposures that can be mitigated · Send a ParentSqaure message if extracurricular activities may be impacted Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area

should: · Activate Safe School Plan · Stage emergency supplies in a location protected from weather
· Send ParentSqaure message and update school website and school social media accounts to notify parents · Notify LD Operations of actions · Take proactive steps to protect students and staff · Cancel activities, field trips and after-school programs if expedient to do so

SECTION 8 – APPENDICES

ICP
Contacts
Maps
Forms
Assessment Checklists

https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=32282.#:~:text=(III)%C2%A0(ia)%C2%A0Commencing%20with,of%20the%20school%E2%80%99s%20boundaries