

**PALISADES CHARTER HIGH SCHOOL  
PRINCIPAL AND CHIEF ADMINISTRATIVE OFFICER REPORT  
SEPTEMBER 20, 2011**

***BOARD OF TRUSTEES MEETING***

**A. Enrollment**

PCHS attendance records show 2,913 students enrolled as of September 12, 2011. A total of 75 students are enrolled at Temescal Academy compared to 2,835 students at PCHS and 76 students at Temescal Academy on September 17, 2010.

**B. Back to School Professional Development**

On September 6, the first day back at school for teachers, PCHS held seminar rotations to encourage participation and dialogue during our opening day professional development. Administrators and counselors led small groups of approximately 20 teachers to six different seminars held in various locations throughout campus. The following is a list of seminar topics, presenters, and locations. All groups participated in each of the following six seminars:

WASC	Wendy Hagan - Textbook Room
Pali Pals Peer Mentoring Program	Sarah Crompton – G202
Safety/First Day Procedures	Monica Iannessa/Kim Theard – Mercer Hall
The Village Nation/Fuerza Unida	Steve Burr – E206
Intervention/Strategies	Mary Bush/Chris Lee F101
Copier password and training	Copy Room

PCJS parent groups provided a delicious barbecue lunch and an opportunity for everyone to catch up on summer events. Teachers then had the afternoon to work in classrooms to prepare for the upcoming first day of school.

**C. Annual School Performance Evaluation**

PCHS Administrators and Temescal Coordinator met with representatives from the LAUSD charter office to plan the visit for the annual charter school performance evaluation. The purpose of the visit is to observe the instructional program and to determine if the school is effectively meeting the goals of the charter. The LAUSD team will visit PCHS on September 27 to conduct stakeholder interviews with teachers, department chairs, board members, students, and parents. In addition the team will visit classrooms and review documents to ensure that all employees have the required evidence of clearance from the Department of Justice and that all teachers have appropriate credentials. The visiting team will provide the school with a report of their findings and conduct a follow-up visit later in the school year.

**Counselor caseload redistribution** – PCHS counselors have redistributed their caseloads so that each counselor supports approximately the same number of students. The new alphabetical distribution is as follows:

Jill Barker	A-Com	Heather DeWeese	Pan-Sik
Adelina Aleman	Con-Gra	Jennifer Peeks	Sil-Z
Nicole Newble	Gre-Les	Linda Ello	Magnet 11, 12
Elva Monreal	Lev-Pal		

**D. New Intervention Class - An intervention class was developed to put immediate support in place for those PCHS students who were failing multiple classes. The class is similar to guided study classes/Dolphin Club classes; however, this class is designed much like a special education study skills class where student work is monitored consistently and support is provided through enrollment in a class**

**during the regular school day.**

Students were first identified through a data sort of those who failed two or more classes during the 2010-11 school year spring semester, which resulted in 100+ general education students. Student data was then reviewed and criteria for the class narrowed to current 10<sup>th</sup> and 11<sup>th</sup> grade students failing two or more classes across both semesters of the last school year. After eliminating those who transferred to Temescal Academy for credit recovery, there were at least 40 students identified for intervention class placement.

A long-term substitute teacher was hired through a position converted from a special education position currently in the budget. Counselors are identifying peer tutors who will be scheduled into the class as service workers. Additionally, community volunteers are being recruited to provide additional tutoring/mentoring to the students.

Informational letters were sent home with students last week and a ConnectEd call was made last Friday to all parents informing them of class placement this week. Counselors are still in the process of placing students in the class.

Council will be introduced to the class by our school psychologist to create an environment of open communication and self-expression.

A study skills curriculum purchased with ARRA funds this summer has been integrated into classroom activities.

Data about the students is being collected to better understand student needs and assist in ongoing development of strategic supports. We have collected information about language proficiency status, CST scores across content areas, and CAHSEE test results to better understand student needs and develop strategic interventions.

**E. Transportation**

A total of 760 students in grades 9-12 are registered for the Tumbleweed Transportation program. 312 students in grades 9 and 10 in addition to students in grades 11 and 12 who did not start high school at PCHS are paying \$100 per month for transportation. An additional 95 students are on a waitlist for transportation. PCHS and Tumbleweed are working together to provide additional buses to accommodate these families. As of September 15, PCHS has 14 morning buses, ten 2:00 pm buses, four 3:00 pm buses, and three 5:45pm buses transporting students.

**F. Traffic Management**

PCHS has successfully implemented a drop-off lane in front of the school and is working with the city to restrict U-turns in front of the school on Bowdoin Street during morning drop-off and afternoon pick-up times. Students leave campus through the El Medio gate only. Supervisors are posted at this area to ensure a safe and orderly dismissal.

**Whistle Blower Procedure** – PCHS has contracted with MySafeSchool, a confidential and anonymous system that makes it easy to report and learn more about school issues such as harassment, theft, substance abuse, unsafe conditions, and more. This system provides a way to let the right people within the school know about concerns so action can be taken. Through a secure system, MySafeSchool transmits data to the appropriate campus personnel while protecting the identity of the user, if the user chooses to remain

anonymous. MySafeSchool is available 24/7/365 via the web site or by calling their call center at 1.800.465.1645. From any Internet connection, reporters fill out the report form on MySafeSchool. The report and the reporter's identity are encrypted using state-of-the-art SSL encryption technology. Reporters will receive an access number and select a password. This will allow the reporter to anonymously check the status of their report. Once submitted, only appropriate campus personnel and appointed PCHS school board members will have access to the report. To learn more about MySafeSchool or to make a report visit their website at [www.mysafeschool.com](http://www.mysafeschool.com).

**Negotiations** - PCHS, UTLA, and PESPU negotiating teams are working to reach a successful conclusion to negotiations. Meetings are scheduled to resume next week.

## Associated Student Body Report

Eeman Khorramian

### Event Summaries:

- Registration Days - August 22, 23, 24: This was the second year that registration was held before the beginning of term. During the registration dates, students cleared their TDAP, took their ID photos, turned in their acceptable use forms, signed up for the online student store, received their schedules and textbooks, and met with the dean. Having such a system in place is beneficial because without such a system, students would be required to go through every step of the process during the beginning of school only adding to the already hectic first week.
- Freshman Orientation - August 25th: On top of all the steps that returning students had to complete, Freshman Orientation gives incoming 9th graders the opportunity to be acquainted with the campus, their teachers, and their fellow pod members in what Leadership believes to be important in making an easier transition to high school. Freshmen also had the chance to learn about the different academic and student activities, meet upperclassman, ask questions, and had the importance of the recycling and the “green team” program culture on campus reinforced. Leadership worked with the administration and different pod teachers in order to create a more dynamic schedule that planned for less downtime. The final consensus was that despite added stations like TDAP and culture chats, this was the most successful Freshman Orientation of the 4 years it has been running.
- September 7th - First Day of school: The first day of school festivities included music at lunch, the passing out of pencils, and taking pictures with Dewey Dolphin. Leadership brought Pinkberry onto campus as a fundraiser for the ASB and made over \$100.

### Events in the planning:

- The first Freshman Class Meeting is scheduled for September 13.
- Student Senate - September 21st: Leadership will be hosting the first Student Senate Meeting of the year in Mercer Hall during 2nd period. Student Senate aims to reach out to a large spectrum of Pali students to relate Leadership and Board sub-committee updates, receive suggestions about past events, discuss upcoming events, and collect student concerns to relate back to appropriate members of the administration.
- Football Fest – September 23rd: To kick-off the first football game of the year, Leadership is planning a food truck event in the stadium parking lot before the game. Student groups are being invited to set up a booth and there will be a DJ. Leadership has started advertising in the school and community.
- Rose Gilbert Remembers – September 24th: The 50th Committee will be hosting the afternoon event in the gym and Maggie Gilbert Aquatic Center and is looking to bring together past, present, and future students along with the PaliHigh and Pacific Palisades community. There will be activities available for all ages.
- Open House – October 6th: During Open House, Leadership is planning on opening the quad up to student organizations to talk to parents about their groups and fundraise. Leadership will also be moving the student store into the quad to make it more accessible to parents and starting our “Birthday Gram” fundraiser.
- Club Day – October 12th: This event will held during Lunch and is when all approved interest and service based clubs will have a chance to recruit members for the school year. Club forms can be found in room U110 and are due by September 30th. This year, leadership will also be giving each club new guidelines and an information packet on all the school events clubs are able to participate in written by our new Commissioner of Student Organizations.



Lastly, Leadership has at least 4 representatives attending all five board subcommittees, WASC, the 50th meetings, and meeting with the new Community Service Coordinate to step up our effort to play greater role in participating in our school.

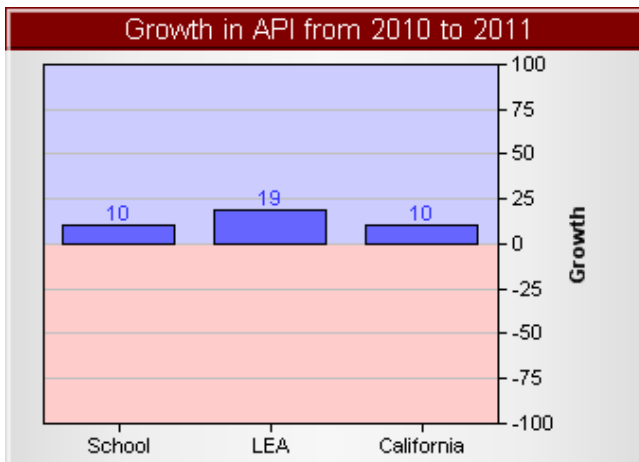
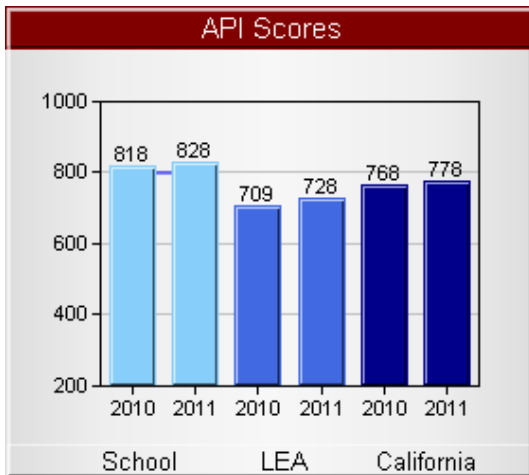
Other Important Upcoming October Dates:

- October 17th-20th: Spirit Week.
- October 21st: Pali Spirit Day, Pep Rally, Homecoming Game.
- October 22nd: Homecoming Dance @ Loft Seven in Downtown LA.
- (TBA): Pacific Palisades Chamber of Commerce Festival.
- October 31st: Halloween Day.

## 2011 PCHS Achievement Data

Academic Performance Index (API) - State measure  
Annual Yearly Progress (AYP) - Federal measure

PCHS 2011 Academic Performance Index score – 828, a 10-point schoolwide increase



G.  
Charts from [www.cde.ca.gov](http://www.cde.ca.gov)

H.

- I. Academic Performance Index – Areas of growth
- African American students increased 22 points
  - Students with disabilities increased 18 points
  - Socio Economically Disadvantaged students increased 10 points

J. Academic Performance Index - Areas of focus

- English language learners decreased 21 points
- White students decreased 7 points

K. PCHS Annual Yearly Progress

- Met AYP goals
- Met 22 of 22 AYP criteria
- Program Improvement Year I based on all subgroups not meeting AYP goals

L. Program Improvement (PI) Status

- Exiting Program Improvement – Make AYP for 2 consecutive years; exit PI
- PCHS entered PI in 2010-2011; met AYP in 2011
- If PCHS meets all AYP goals in 2012, the school will exit Program Improvement in 2012

M. Action Plan to Continue Academic Growth

- Implementation of intervention class for students who have earned multiple Ds and Fs
- Provide teachers of EL students with information and training to best support these students
- Incorporation of Tiered Intervention Program in a Response to Intervention (RtI) model

## **Intervention Class**

The intervention class was developed to put immediate support in place for those students who were failing multiple classes. The class is similar to guided study classes / Dolphin Club classes; however, this class is designed much like a special education study skills class where student work is monitored consistently and support is provided through enrollment in a class during the regular school day.

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Council will be introduced to the class by our school psychologist to create an environment of open communication and self expression.

A study skills curriculum purchased with ARRA funds this summer has been integrated into classroom activities.

Data about the students is being collected to better understand student needs and assist in ongoing development of strategic supports. We have collected information about language proficiency status, CST scores across content areas, and CAHSEE test results to better understand student needs and develop strategic interventions.

Please find a class syllabus which will be sent home describing the class to parents and collecting contact information to allow greater home – school communication. Expected outcomes are provided in the syllabus.

## Intervention Class Syllabus

**Teacher:** Mr. Buckman (jbuckman@palihigh.org)

**Criteria:** This course was developed to assist 10<sup>th</sup> and 11<sup>th</sup> grade students who failed two or more core classes (Math, Science, History, English) last school year.

**Objective:** The intervention class will assist struggling students identify post school / career goals and improve academic success through the development of effective study strategies, organizational skills, and time management. Expected outcome is for students to complete and turn in 75% of all classroom assignments and earn credit a minimum of 25 credits at the end of the semester.

**Overview:** The intervention class is designed to bring interest back to the student by relating real-life circumstances to schoolwork to assist them in developing a more meaningful perspective on their education. Students will complete a career inventory to identify career interests and assist in setting personal goals; develop an understanding of their learning strengths; receive study skills instruction; recording of assignments will be monitored; and students will receive tutoring / assistance in completing their work. Students will be expected to complete homework independently at home as they may not have sufficient time at school to complete all work. They will be encouraged to utilize the study center / library and to access tutoring on site as needed.

**Grades are based on the measurement of their progress in:**

- ◆ Preparation (e.g., bringing relevant books, materials)
- ◆ Organization (agenda and notebooks)
- ◆ Application of learned study skills

Success will be measured by increased work production; attainment of personal goals; and increased use of campus resources.

**Sample Day:**

- ◆ Agenda book check
- ◆ Writing prompt - focus of self exploration / setting personal goals
- ◆ Study skills lesson
- ◆ Work completion / tutoring, as needed
- ◆ Survey of accomplishments / short goal

**Parent/Guardian Signature:** \_\_\_\_\_

**Cell:**

**e-mail:**

## **Tiered Intervention Program For Palisades Charter High School**

Palisades Charter High School is committed to the success of all students through the implementation of a tiered system of supports in a Response to Intervention (RtI) model. In the RtI model, student response to interventions are monitored and assessed to ensure effectiveness. The following provides an overview of the system developed for Pali. This system is fluid allowing the provision of strategies indicated based on student data (i.e. the student may go straight to Tier 3 if data supports that need).

### **Tier 1 General Supports**

Tier 1 consists of an early intervention / pre-intervention system designed to maximize student success provided to all students within the general education setting. Includes:

- Placement testing for all incoming 9<sup>th</sup> grade students
  - Math placement to determine class placement / support classes
  - ELA – Gates MacGinitie Reading Test to identify students for Literacy classes
- Orientation for students by grade level prior to beginning of school
- Small Learning Communities (9<sup>th</sup> grade PODS provide transition support)
- Differentiated instruction in classrooms
- Teacher Web
- ISIS Family Module
- Teacher / Department Tutoring
- Study Center
- AVID, Village Nation, Latino Student Union, Best Buddies, etc.

### **Tier 2 Strategic Intervention**

Tier 2 involves counselor led strategic intervention with monitoring for effectiveness at each 5 week progress reporting period. Tier 2 supports include:

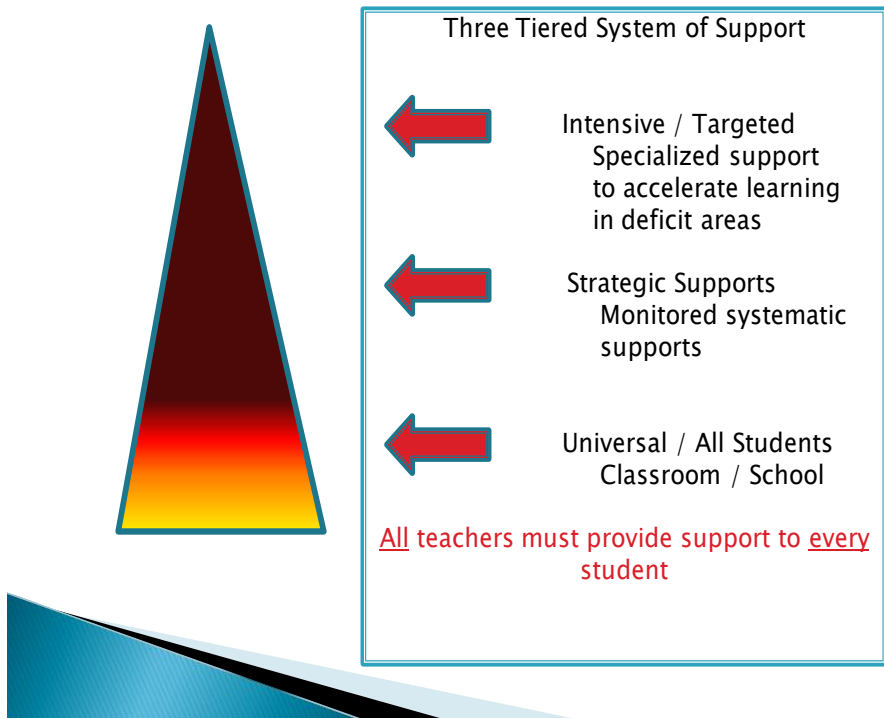
- Placement in math support and literacy classes to support success (based on 9<sup>th</sup> grade placement testing)
- Study Center – monitored per Individual Learning Plan
- On site support or referral for emotional / behavioral issues
- Attendance monitoring
- Individualized Health Plans as needed.
- Counselor, teacher, parent, or student may initiate Student Assistance Team (SAT) Meeting (team is led by counselor and consists of student's teachers, significant individuals, parent and may include nurse, school psychologist, special education teacher, etc. as needed / appropriate)
- Student data is reviewed, to include
  - CST Assessment data; attendance; behavioral referrals; history of classroom interventions and effectiveness; health history; history of learning difficulties; significant life events; family issues, etc.
    - Strengths / Needs are identified

- Develop Individual Learning Plan based on above information delineating implementation plan, progress monitoring and desired outcomes.
    - May include:
      - Weekly Progress Report monitored through Counseling Office (implemented for students having difficulty with work completion / class success)
      - Monitored participation in Study Center
      - PLC monitoring / consultation
      - Track progress at least biweekly using Multiple measures (i.e. grades; work completion rates; performance on classroom formative / summative assessments; attendance; behavioral data, etc.)
  - Review progress / need for continued support at each 5 week period.
  - Reconvene SAT team if progress is not observed after consistent implementation of plan
- 
- May determine referral for special education assessment or more intensive intervention needed (i.e. strategic, intensive instruction in reading / math)

### **Tier 3 Intensive Intervention**

Tier 3 provides intensive, strategic support when Tier 2 interventions have not resulted in success or review of student information indicates need for more intensive intervention.

- May be indicated when strategic interventions have proven ineffective evidenced by:
  - Failing grades in English / Math / Core Content Areas not alleviated by strategic intervention
  - Student is disenfranchised from school community
- May include:
  - Placement in intervention period offering:
    - Study Skills Instruction
    - Monitoring / Support for Work Completion
    - Informal assessment of skill deficits in ELA & Math
    - Direct Instruction to accelerate learning in deficit areas (to be developed)
    - Progress Monitoring (progress report grades; work completion rates; performance on classroom formative / summative assessments; attendance)
  - Socio-emotional support to promote skill development in problem solving / decision making / social skills
  - Direct, strategic instruction to accelerated learning in areas of skill deficits provide through an on-site Learning Center (recommend use of web based programs in reading and math to provide assessment of skill deficits, strategic direct instruction and progress monitoring under the supervision of specially trained teacher)
  - Identification and facilitated access of community based resources



The RtI Model was identified as a pre-referral intervention designed to reduce inappropriate special education referrals for students who were not provided appropriate instruction in reading, language arts and math. The model resembles Pali's Pyramid of Instruction with more a defined system of application and monitoring.



## **Agenda Information Sheet for the Board Meeting (9-20-2011)**

**Date:** September 20, 2011

**Topic:** Board Financial Audit Committee

**Presenter:** Susan Frank

**Recommendation:** The Board create a permanent Board Financial Audit Committee with the following responsibilities-

- Make external auditor recommendations to the Board.
- During audit season discuss with the auditor any concerns or deficiencies.
- Work with the Principal and Chief Administrative Officer on Board appropriate whistleblower complaints.
- One or more committee members are named as “outsider” recipient(s) of confidential whistleblower complaints.
- Review school financial and internal controls policies.
- Recommend addition financial auditing services, such as an audit of internal controls, and assist the Board in the audit firm/partner selection.

**Costs:** none

### **Background:**

Financial audit Committees are considered an important component of good governance. While many non-profits are required to have an audit committee, educational institutions, hospitals and religious institutions are exempt from this requirement.

### 2009-2010 PCHS Tax Return:

Part XI 2c: Does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements, and selection of an independent accountant?

PCHS' answer was Yes.

### Report to Congress and the Nonprofit Sector on Governance, Transparency, and Accountability

**The board's responsibilities for overseeing the audit process and duties it should either perform itself or delegate to an audit committee include:**

- Retaining and terminating the engagement of the independent auditor;
- Reviewing the terms of the auditor's engagement at least every five years;
- Overseeing the performance of the independent audit;
- Conferring with the auditor to ensure that the affairs of the organization are in order;
- Recommending approval of the annual audit report to the full board;
- Overseeing policies and procedures for encouraging whistleblowers to report questionable accounting or auditing matters of the organization;

- Approving any non-audit services performed by the auditing firm;
- Reviewing adoption and implementation of internal financial controls through the audit process; and
- Monitoring the organization's response to potentially illegal or unethical practices within the organization, including but not limited to fraudulent accounting.

**Relevance to PCHS' mission:**

A Board Financial Audit Committee will give the Board greater accountability over the school's finances, and is in line with good governance practices.

## **2011-2012 PCHS Board Calendar**

**DRAFT**

### July 19, 2011

- Consolidated Application, Part 1 signed- discussion item

### August 16, 2011

- Monies owed (operating expenses, interest costs, debt payments) by Civic Center Permit account to General Fund.
- Emergency Management Succession- Governance Policies schedule of periodic monitoring.

### September 20, 2011

- California and PCHS budget update
- School and Board civility policy- (at the request of 2 Board members)
- 2010-2011 unaudited actuals- discussion item
- College Center Report- list of Class of 2011 colleges.
- Sodexo Presentation and Board approval of Sodexo Food Service Contract.
- Charter & Bylaws Ad-Hoc Board sub-Committee update.
- Presentation of API, AYP, etc. results.
- Task Budget & Finance with multi-year budget plan under various revenue assumptions to be presented to the Board at the late March- Early April 2012 Special Board Meeting.
- Create permanent Board financial audit committee.
- Create ad-hoc election committee.
- WASC update- WASC Board survey- discussion item.
- Approval of School Safety Report- action item.

### October 18, 2011

- California and PCHS budget update- presentation item.
- Quarterly financial planning and budgeting- Governance Policies schedule of periodic monitoring. Board approval of updated 2011-2012 budget.
- Quarterly financial condition and activities- Governance Policies schedule of periodic monitoring. (P&L, balance sheet, cash flow)
- Review and Board approval of 2010-2011 Audit report.
- Bi-annual monitoring of Civic Center Permit account and monies owed to the General Fund.
- Retiree Benefit Designated Fund- report from Budget & Finance Committee.
- Approval to allocate discretionary block grant to specific programs- action item.
- One Academic Department Presentation- PLC's, etc.
- One Board Committee Presentation
- WASC update
- Approval of Board calendar
- Charter Ad-Hoc Subcommittee recommendations- action item

### November 15, 2011

Special Board Meeting- New Board Member training

### November 17, 2011

- Seating of the new board.

- Selection of the budget & finance and operations committee members- action item.
- Selection of Board committee members.
- California and PCHS budget update
- Board approval of 2010-2011 Tier III Categorical Funds
- Discussion and Action on Repurposing Categorical Funds From the State of California for the 2010-2011 School Year That Have Become Unrestricted.
- One Academic Department Presentation- PLC's, etc.
- One Board Committee Presentation
- WASC update

#### December 13, 2011

- California and PCHS budget update.
- Creation of Ad-Hoc Board committee (outside Board members) to evaluate the Principal and Chief Administrative Officer.
- One Academic Department Presentation- PLC's, etc.
- One Board Committee Presentation
- WASC update

#### January 17, 2012

- California and PCHS budget update.
- 2009-2010 Financial Audit Report (due 12-15-2011)- presentation item.
- Board approval of updated budget for the 2011-2012 school year.
- External auditor presents PCHS audit report.
- Quarterly financial planning and budgeting- Governance Policies schedule of periodic monitoring.
- Quarterly financial condition and activities- Governance Policies schedule of periodic monitoring. (P&L, balance sheet, cash flow)
- Renewal of auditor- action item.
- Board Action Item to Delegate Authority to PCAO to sign the 2010-2011 Consolidated Application Part II due January 31, 2012.
- Public Hearing: The UTLA-PCHS Initial Proposal for Bargaining a Collective Bargaining Agreement with PCHS (Sunshining)
- Public Hearing: The PESPS-PCHS Initial Proposal for Bargaining a Collective Bargaining Agreement with PCHS (Sunshining)
- Student Transportation financials.
- One Academic Department Presentation- PLC's, etc.
- One Board Committee Presentation
- WASC update

#### February 21, 2012

- California and PCHS budget update.
- Cafeteria update- financials and traffic trends.
- Review of Consolidated Application Part II signed by PCAO- Discussion item
- Administrative/Manager evaluation form review.
- One Academic Department Presentation- PLC's, etc.
- One Board Committee Presentation
- WASC update

#### March 20, 2012

- California and PCHS budget update
- Administrative compensation comparisons, salary schedule, contract template
- One Academic Department Presentation- PLC's, etc.
- One Board Committee Presentation
- WASC update

#### Late March- Early April Special Board Meeting on the Budget

#### April 17, 2012

- California and PCHS budget update
- Quarterly financial planning and budgeting- Governance Policies schedule of periodic monitoring. Board approval of updated 2012-2013 budget.
- Quarterly financial condition and activities- Governance Policies schedule of periodic monitoring. (P&L, balance sheet, cash flow)
- Review of PCHS Tax Return- Discussion Item
- Accounting of Monies owed by Civic Center Permit account to General Fund- Governance Policies schedule of periodic monitoring.
- Second Interim Financial Report Filed and Reviewed- Discussion Item
- Compensation and Benefits- Governance Policies schedule of periodic monitoring.
- PCOA evaluation- achievement of Goals Policies- Governance Policies schedule of periodic monitoring.
- Senior Management evaluations- closed session.
- Senior Management contracts.
- Student transportation for 2012-2013 school year- cost/benefit analysis of various options- presentation and action.
- One Academic Department Presentation- PLC's, etc.
- One Board Committee Presentation
- WASC update

#### May 15, 2012

- California and PCHS budget update
- Consolidated Application Part 1- Delegate Signing to Executive Director- Action Item
- Student transportation for 2012-2013 school year- cost/benefit analysis of various options- presentation and action.
- Employee medical/dental health plan: cost/benefit analysis of various options- presentation and action.
- Approval of food service contract (Sodexo).

#### June 19, 2012

- Annual report employee turnover, change of status and open positions- Governance Policies schedule of periodic monitoring.
- Quarterly financial planning and budgeting- Governance Policies schedule of periodic monitoring. Board approval of updated budget.

- Quarterly financial condition and activities- Governance Policies schedule of periodic monitoring. (P&L, balance sheet, cash flow)

#### July 17, 2012

- Review of Consolidated Application Part 1, signed by the PCAO. Discussion item.
- Treatment of students and their families- Governance Policies schedule of periodic monitoring.
- Treatment of faculty and employees- Governance Policies schedule of periodic monitoring.
- Communication and support- Governance Policies schedule of periodic monitoring.
- Ends Focus of Grants or Contracts- Governance Policies schedule of periodic monitoring.
- Strength of Financial Institutions- Governance Policies schedule of periodic monitoring.

#### August, 2012

- Quarterly financial planning and budgeting- Governance Policies schedule of periodic monitoring. Board approval of updated budget.
- Quarterly financial condition and activities- Governance Policies schedule of periodic monitoring. (P&L, balance sheet, cash flow)
- Board self-review
- Board goals
- Attendance at 2013 California Charter School Conference

**PCHS Financials**  
**Profit & Loss Statement**  
**August 11,2011**

Item VII. A

	2010-2011		2011-2012	COMMENTS
	Approved Budget	Updated Projection	BOARD APPROVED 06/21/11 (a)	
			\$ (16) (a) -0.3%	Loss of ADA \$ Loss of ADA %
<b>ADA</b>	2,742.7	2,716.7	2,747.0	2010-2011 ADA Projection Updated to March 2011 Actual
<b>Revenue:</b>				
<b>Revenue Limit Sources</b>	\$ 12,329,439	\$ 13,056,299	13,070,568	Updated ADA Funding per May Revise
<b>Federal Revenues</b>	1,173,545	2,015,629	1,345,406	Loss of Federal Jobs Funding in 2011-12 (\$610,000) Loss of Mandated Costs(\$85,000), TIIG (1 class)Funded in 2010-11 (\$109,000)
<b>Other State Revenues</b>	3,930,360	4,103,925	3,740,413	Revised Permit Revenue for Full Year Pool/Field Use
<b>Other Local Revenues</b>	5,026,687	4,752,375	5,116,011	
<b>Total Revenues</b>	<u>22,460,032</u>	<u>23,928,228</u>	<u>23,272,398</u>	
<b>Expenses:</b>				
<b>Certificated salaries</b>	9,716,363	9,802,832	10,198,731	
<b>- School Administrative</b>	614,260	702,971	595,737	
<b>Classified Salaries</b>	2,470,499	2,411,667	2,471,783	
<b>- Administrative</b>	393,279	262,779	295,239	
<b>Total employee benefits</b>	<u>4,305,860</u>	<u>4,343,038</u>	<u>4,480,858</u>	Benefits Increase for Medical/Work Comp/SUI
<b>Total Salary &amp; Benefits</b>	17,500,262	17,523,287	18,042,349	
<b>Books and supplies</b>	1,450,903	1,600,036	1,557,252	
<b>Services &amp; other operating expenses</b>	2,872,513	2,908,332	2,652,600	
<b>Capital Outlays</b>	166,523	171,019	150,100	
<b>Facility use fee to LAUSD</b>	428,077	678,077	449,618	LAUSD Facility Use Fees Est. at 2.5% of Funding in 2011-2012 (2010-11 includes prior year amts. Not yet billed)
<b>Subtotal-Operating Expenses</b>	<u>22,418,277</u>	<u>22,880,750</u>	<u>22,851,920</u>	
<b>Debt service</b>	90,200	82,378	96,267	2011-2012 Loan Updates
<b>Principal repayment</b>	319,800	219,536	324,194	2011-2012 Loan Updates
<b>Total debt service</b>	<u>410,000</u>	<u>301,914</u>	<u>420,462</u>	
<b>Total Expenses</b>	<u>22,828,277</u>	<u>23,182,664</u>	<u>23,272,381</u>	
<b>Net General Fund Addition/(Reduction) Before Pool/Loan Activity</b>	<u>\$ (368,245)</u>	<u>\$ 745,564</u>	<u>\$ 17</u>	Fund Addition Available to fund other needs or add to reserve/ Reductions to be funded with reserve or other cuts
<b>Pool Construction Expenses</b>		(1,429,533)		
<b>Pool Loan Proceeds</b>		1,000,000		
<b>Net Pool Activity</b>		<u>(429,533)</u>		
<b>Net Estimated Cash Reserve Addition/Reduction</b>		<u>\$ 316,031</u>		

**PCHS**  
**Balance Sheet**  
**Unaudited Projections**

Item VII A

	<u>6/30/2011</u>	<u>6/30/2012</u>
<b>Cash</b>	\$ 3,509,093	\$ 2,566,668
<b>Accounts Receivable</b>	\$ 4,055,675	\$ 4,919,092
<b>Prepays</b>	\$ 38,084	\$ 38,084
<b>Total Assets</b>	<u>\$ 7,602,852</u>	<u>\$ 7,523,844</u>
<b>Accruals &amp; Other Liabilities</b>	<u>\$ 2,521,859</u>	<u>\$ 2,442,835</u>
<b>Total Net Assets (Fund Balance)</b>	<u>\$ 5,080,993</u>	<u>\$ 5,081,009</u>

Note: Balance sheet presented is based upon LAUSD Modified Accrual Basis (does not include Fixed Assets and Long Term Liabilities)



CASH FLOW		JULY	AUGUST	SEPT.	OCT.	NOV.	DEC.	JAN.
2011 - 2012 SCHOOL-YEAR		2011	2011	2011	2011	2011	2011	2012
Palisades Charter High School		0%	0%	11.0%	0.0%	8.0%	8.0%	24.0%
	Statistics							
<b>Revenue</b>								
TTL Revenue Limit Sources	13,070,568	3,469	6,937	1,432,944	4,625	1,043,826	1,043,826	3,124,559
TTL Federal Income	1,345,405	31,212	62,425	46,966	93,504	93,504	93,504	209,613
TTL Other State Revenue	3,740,413	13,064	122,960	354,140	146,528	250,612	250,612	676,499
TTL Other Local Revenues	5,116,011	418,111	645,384	397,676	397,676	397,676	397,676	397,676
<b>TOTAL REVENUE</b>	<b>23,272,398</b>	<b>465,856</b>	<b>837,706</b>	<b>2,231,726</b>	<b>642,333</b>	<b>1,785,618</b>	<b>1,785,618</b>	<b>4,408,347</b>
<b>Expenditures</b>								
TTL Certified Salaries	10,794,469	0	74,645	974,529	974,529	974,529	974,529	974,529
TTL Classified Salaries	2,767,023	61,501	122,959	234,778	234,778	234,778	234,778	234,778
TTL Employee Benefits	4,480,858	231,843	227,574	336,537	336,537	336,537	336,537	336,537
Sub Total	25,290,230	586,686	775,712	2,117,160	2,117,160	2,117,160	2,117,160	2,117,160
TTL Books and Supplies	1,557,252	24,365	37,007	57,917	149,342	149,342	149,342	151,804
TTL Other Operating Expenses	2,652,600	118,174	118,174	213,086	213,086	213,086	213,086	213,086
TTL Capital Outlay	150,100	29,583	29,583	9,093	9,093	9,093	9,093	9,093
TTL Direct Support / Indirect Costs	449,618	5,769	11,537	46,490	7,691	35,920	35,920	92,441
Sub Total	8,061,889	331,418	355,597	595,256	609,084	665,541	665,541	781,045
Debt Service:								
7438 Interest	96,267	15,273	4,397	4,397	15,273	4,397	4,397	15,273
7439 Principal	324,194	49,634	15,707	15,707	49,634	15,707	15,707	49,634
Sub Total	420,461	64,907	20,104	20,104	64,907	20,104	20,104	64,907
<b>TOTAL EXPENDITURES</b>	<b>23,272,381</b>	<b>536,141</b>	<b>641,585</b>	<b>1,892,535</b>	<b>1,989,964</b>	<b>1,973,391</b>	<b>1,973,391</b>	<b>2,077,176</b>
<b>Beginning Cash</b>	<b>3,509,093</b>	<b>3,509,093</b>	<b>3,541,586</b>	<b>5,264,519</b>	<b>5,433,244</b>	<b>4,160,303</b>	<b>3,972,530</b>	<b>3,784,758</b>
<b>Revenue Excess/(Deficit) from Expenses</b>	<b>17</b>	<b>(70,286)</b>	<b>196,121</b>	<b>339,190</b>	<b>(1,347,632)</b>	<b>(187,772)</b>	<b>(187,772)</b>	<b>2,331,171</b>
<b>Add: AIR Collected</b>	<b>4,055,675</b>	<b>1,834,992</b>	<b>2,145,993</b>	<b>74,690</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Less: Payables/Accruals Paid</b>	<b>(2,521,859)</b>	<b>(1,732,213)</b>	<b>(619,181)</b>	<b>(170,465)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Ending Cash</b>	<b>5,042,926</b>	<b>3,541,586</b>	<b>5,264,519</b>	<b>5,433,244</b>	<b>4,160,303</b>	<b>3,972,530</b>	<b>3,784,758</b>	<b>6,115,929</b>

PALISADES CHARTER HIGH SCHOOL  
2011-2012

CASH FLOW 2011 - 2012 SCHOOL-YEAR Palisades Charter High School	FEB. 2012		MARCH 2012		APRIL 2012		MAY 2012		JUNE 2012		ACCRUED 2012		2011-2012 Total		2012-2013 Accr. Total	
	2.6%	345,531	3.2%	418,795	9.3%	1,212,121	1.8%	232,391	0.0%	0	32.3%	13,070,568	100.0%	4,201,545		
<b>Revenue</b>																
TTL Revenue Limit Sources		345,531		418,795		1,212,121		232,391		0		4,201,545		13,070,568		4,201,545
TTL Federal Income		124,717		88,302		204,411		88,302		88,302		120,641		1,345,405		120,641
TTL Other State Revenue		333,257		191,270		431,735		172,600		200,229		596,907		3,740,413		596,907
TTL Other Local Revenues		624,949		359,797		359,797		359,797		359,797		0		5,116,011		0
<b>TOTAL REVENUE</b>		<b>1,428,464</b>		<b>1,058,165</b>		<b>2,208,064</b>		<b>853,091</b>		<b>648,329</b>		<b>4,919,092</b>		<b>23,272,398</b>		<b>4,919,092</b>
<b>Expenditures</b>																
TTL Certified Salaries		974,529		974,529		974,529		974,529		974,529		974,529		10,794,469		974,529
TTL Classified Salaries		234,778		234,778		234,778		234,778		234,778		234,778		2,767,023		234,778
TTL Employee Benefits		336,537		336,537		314,079		313,989		313,989		723,536		4,480,858		723,536
Sub Total		<b>2,117,160</b>		<b>2,072,245</b>		<b>2,072,245</b>		<b>2,072,065</b>		<b>2,891,157</b>		<b>2,891,157</b>		<b>25,290,230</b>		
TTL Books and Supplies		149,342		149,342		149,342		130,283		110,483		110,483		1,557,252		110,483
TTL Other Operating Expenses		213,086		213,086		213,086		213,086		285,387		285,387		2,652,600		285,387
TTL Capital Outlay		9,093		9,093		9,093		9,093		0		0		150,100		-
TTL Direct Support / Indirect Costs		22,626		17,996		39,546		12,933		6,629		114,121		449,618		114,121
Sub Total		<b>638,953</b>		<b>629,693</b>		<b>672,793</b>		<b>619,567</b>		<b>587,901</b>		<b>909,499</b>		<b>8,061,889</b>		
Debt Service:																
7438 Interest		4,397		4,397		15,273		4,397		4,397		4,397		96,267		
7439 Principal		15,707		15,707		49,634		15,707		15,707		15,707		324,194		
Sub Total		<b>20,104</b>		<b>20,104</b>		<b>64,907</b>		<b>20,104</b>		<b>20,104</b>		<b>0</b>		<b>420,462</b>		
<b>TOTAL EXPENDITURES</b>		<b>1,960,097</b>		<b>1,955,467</b>		<b>1,999,361</b>		<b>1,927,946</b>		<b>1,902,493</b>		<b>2,442,835</b>		<b>23,272,382</b>		<b>2,442,835</b>
Beginning Cash		6,115,929		5,584,286		4,686,985		4,895,687		3,820,832		2,566,668		3,509,093		
Revenue Excess/(Deficit) from Expenses		(531,642)		(897,302)		208,702		(1,074,855)		(1,254,165)				(2,476,241)		
Add: AIR Collected														4,055,675		
Less: Payables/Accruals Paid														(2,521,859)		
Ending Cash		<b>5,584,286</b>		<b>4,686,985</b>		<b>4,895,687</b>		<b>3,820,832</b>		<b>2,566,668</b>		<b>2,566,668</b>		<b>2,566,668</b>		<b>2,566,668</b>

**PALISADES CHARTER HIGH SCHOOL  
CBO REPORT  
BOARD OF TRUSTEES MEETING  
SEPTEMBER 20, 2011**

**2010-2011 Updates**

The Unaudited Actuals for 2010-2011, submitted by the September 15<sup>th</sup> deadline to the CDE, are summarized and attached. As these have recently been submitted, a full analysis and detail will be issued and reviewed at the October 2011 meeting. Although the net increase in the Unrestricted reserve balance is similar to prior projections, a number of items changed from previous projections as a result of updated revenue and expense information received.

Highlights of the changes include:

**Revenue-**

TIIG Funding was lower by approx. \$110,000 (Still disputed with LAUSD)  
Prior Year Property Tax Adjustments (Net of General Purpose Revenue Offsets) notified and Billed by LAUSD in August, lower Revenue \$110,000  
Federal Funding Increased for Stimulus funding payments for 2010-2011 of additional \$120,000

Net Revenue was down \$78,000 from prior projections

**Expenses-**

Classified Salaries up \$75,000 from last projections  
Employee Benefits down \$114,000-STRS contribution adjustments for retirees not contributing  
Pupil Transportation Expenses up \$138,000 for final invoices received and reconciled (Full review is on-going). See recap of Transportation Expenses attached.  
Utility Expenses billed by LAUSD higher than projected by \$60,000  
Consulting Expenses higher by \$180,000-including Sp Ed related increases (will be fully analyzed by vendor)  
LAUSD Facility Use Fee lower by \$500,000 as not charged. Amount is to open be determined if it is going to be billed in the future

Net Expenses down \$120,000 from prior projections

**PALISADES CHARTER HIGH SCHOOL  
CBO REPORT  
BOARD OF TRUSTEES MEETING  
SEPTEMBER 20, 2011**

**2011-2012 BUDGET**

**Initial Enrollment for the first week of instruction is at 2,913 students. There are 748-9<sup>th</sup> Graders, 696-10<sup>th</sup> Graders, 728-11<sup>th</sup> Graders & 741-12<sup>th</sup> Graders. This enrollment includes 245 students identified with Special Needs, 204 Magnet students, 75 students at Temescal and 66 students designated as English Language Learners.**

- Funding Deferrals from the State of California will again increase in 2011-2012 from 28% (2010-2011) to 32%. Concerns exist over need to utilize cash balances from Designated Lifetime Benefit Funds at the end of the 2011-2012 School Year.**
- Mid-year Budget cuts still loom that may impact funding and # of instructional days**
- A Full analysis of ADA, Salaries, busing, benefits & other expenses is underway-a any material changes or revisions to the 2011-2012 Budget revision will be discussed. Budget & Finance Committee has been notified at last week's meeting.**

**Cafeteria**

**A three year Cafeteria analysis has been prepared separately, General trends will be discussed.**

**An expectations meeting was held between the Principal, CBO and Sodexo Management prior to the start of the school year. This review is attached. On-going discussions will be conducted with a Mid-Year on-site review where these expectations will be evaluated and updated.**

**PCHS Financials**  
**Profit & Loss Statement**  
September 12,2011

2010-2011

2011-2012

	Approved Budget	Aug-11 Projection	Unaudited Actuals	BOARD APPROVED 06/21/11
			(a)	
<b>ADA</b>	2,742.7	2,716.7	2,716.7	2,747.0
<b>Revenue:</b>				
<b>Revenue Limit Sources</b>	\$ 12,329,439	\$ 13,056,299	\$ 13,281,629	13,070,568
<b>Federal Revenues</b>	1,173,545	2,015,629	2,136,255	1,345,406
<b>Other State Revenues</b>	3,930,360	4,103,925	4,109,682	3,740,413
<b>Other Local Revenues</b>	5,026,687	4,752,375	4,322,538	5,116,011
<b>Total Revenues</b>	<u>22,460,032</u>	<u>23,928,228</u>	<u>23,850,103</u>	<u>23,272,398</u>
<b>Expenses:</b>				
<b>Certificated salaries</b>	9,716,363	9,802,832	9,813,574	10,198,731
<b>- School Administrative</b>	614,260	702,971	702,971	595,737
<b>Classified Salaries</b>	2,470,499	2,411,667	2,507,281	2,471,783
<b>- Administrative</b>	393,279	262,779	243,534	295,239
<b>Total employee benefits</b>	<u>4,305,860</u>	<u>4,343,038</u>	<u>4,229,034</u>	<u>4,480,858</u>
<b>Total Salary &amp; Benefits</b>	17,500,262	17,523,287	17,496,394	18,042,349
<b>Books and supplies</b>	1,450,903	1,600,036	1,764,935	1,557,252
<b>Services &amp; other operating expenses</b>	2,872,513	2,908,332	3,164,958	2,652,600
<b>Capital Outlays</b>	166,523	171,019	171,160	150,100
<b>Facility use fee to LAUSD</b>	428,077	678,077	174,282	449,618
<b>Subtotal-Operating Expenses</b>	<u>22,418,277</u>	<u>22,880,750</u>	<u>22,771,730</u>	<u>22,851,920</u>
<b>Debt service</b>	90,200	82,378	86,516	96,267
<b>Principal repayment</b>	319,800	219,536	207,910	324,194
<b>Total debt service</b>	<u>410,000</u>	<u>301,914</u>	<u>294,426</u>	<u>420,462</u>
<b>Total Expenses</b>	<u>22,828,277</u>	<u>23,182,664</u>	<u>23,066,156</u>	<u>23,272,381</u>
<b>Net General Fund Addition/(Reduction) Before Pool/Loan Activity</b>	<u>\$ (368,245)</u>	<u>\$ 745,564</u>	<u>\$ 783,947</u>	<u>\$ 17</u>
<b>Pool Construction Expenses</b>		(1,429,533)	(1,482,713)	
<b>Pool Loan Proceeds</b>		1,000,000	1,000,000	
<b>Net Pool Activity-(Not Included above)</b>		<u>(429,533)</u>	<u>(482,713)</u>	
<b>Cash Reserve Addition/Reduction</b>		<u>\$ 316,031</u>	<u>\$ 301,234</u>	(a)

(a)-Adjusted by \$52,808 which will be included in Audited Actuals

**PALISADES CHARTER HIGH SCHOOL  
BALANCE SHEET-Cash Basis  
2010-2011 UNAUDITED ACTUALS**

	UNAUDITED
	ACTUALS
	06/30/11
<b>ASSETS</b>	
Cash	
a) In County Treasury	2,719,080
b) In Banks	804,539
Investments	269,944
Accounts Receivable (Includes Pledges)	5,088,780
Prepaid Expenditures	45,644
<b>TOTAL ASSETS</b>	<b>8,927,988</b>
<b>LIABILITIES</b>	
Accounts Payable	283,818
Current Loans	337,388
Deferred Revenue	7,381
Other Current Liabilities	3,635,931
<b>TOTAL LIABILITIES</b>	<b>4,264,518</b>
<b>FUND EQUITY- (Total Assets minus Liabilities)</b>	<b>4,663,470</b>

**Unrestricted/Undesignated Reserve Analysis-Cash Basis**

Cash Basis Fund Balance-Unaudited Actuals	\$ 4,663,470
Audit Adjustments	52,808
Adjusted Fund Balance 06/30/2011	\$ 4,716,278
Less: Designated Reserve for Lifetime Benefits	(2,712,243)
Restricted Scholarships	(170,000)
<b>Net Unrestricted/Undesignated Reserve Cash Balance</b>	<b>\$ 1,834,035</b>
Due From Civic Center Permit Future Operations	\$ 615,216
	<b>\$ 2,449,251</b>

**PALISADES CHARTER HIGH SCHOOL  
TRANSPORTATION RECAP  
2010-2011 SCHOOL YEAR**

LAUSD-MOU Payment	\$ 509,000
Global Transportation	318,600
Late Buses	184,750
Athletic Buses	100,473
Special Ed Buses	55,000
Field Trips	34,415
LAUSD-Misc. Bus Services	4,775
Transportation Payments Received	<u>(54,783)</u>
Total Transportation Expenses	<u><u>\$ 1,152,230</u></u>

# of 9th Grade Students riding bus	135
Cost per student	<u>\$ 800</u>
Total Student Reimbursable Amount	<u>\$ 108,000</u>
Amount collected (from above)	<u>(54,783)</u>
Total Uncollected Transportation	<u><u>\$ 53,217</u></u>

**PALISADES CHARTER HIGH SCHOOL  
2011-2012 SODEXO EXPECTATIONS REVIEW**

- CAFETERIA LOST APPROXIMATELY \$80,000 IN 2010-2011 (from \$160,000 IN 2009-2010)
- **CAFETERIA MUST BE PROFITABLE IN 2011-2012** (IMPLEMENT MONTHLY REPORTING BETWEEN PCHS & SODEXO WITH KEY STATISTICS BEING DISCUSSED ON A BI-MONTHLY BASIS)
- **MAXIMIZE POS STATIONS ON CAMPUS WITH FULL & PART-TIME SODEXO STAFF**
- ASSIST IN MAXIMIZING F & R APPLICATIONS FOR 2011-2012 AT BEGINNING OF YEAR (BEFORE 45 DAY WINDOW)
- COORDINATE COMMUNICATION TO EMPLOYEES RE: STAFF CAFETERIA CHANGES
- INCREASE STUDENT INVOLVEMENT/MARKETING EFFORTS ON CAMPUS-GET WORD (SURVEYS, ATTEND LEADERSHIP MEETINGS, FOOD DEMOS ON CAMPUS, ETC)
- **COORDINATING STUDENT MEAL STATUS IN HORIZON SYSTEM WITH PCHS SCHOOL INFORMATION SYSTEM ON A REGULAR BASIS** (WEEKLY IN FIRST 6 WEEKS, MONTHLY THERAFTER)
- COORDINATION WITH OTHER SODEXO CHARTER HIGH SCHOOLS TO ESTABLISH BEST PRACTICES
- COORDINATION WITH SODEXO ON \$10,000 EQUIPMENT INVESTMENT
- MORE VARIETY IN MENU SELECTION & ALTERNATIVES (VARIOUS PASTAS,SAME ITEMS LAST YEAR, OTHER DIETARY NEEDS)
- PARTNER WITH PCHS STUDENT STORE TO OFFER NON-COMPETING FOOD ITEMS AT COMPETITIVE PRICES



**PALISADES CHARTER HIGH SCHOOL  
CAFETERIA PROFIT AND LOSS  
3 YEAR REVIEW**

	2011-2012 Budget	2010-2011 Unaudited Actuals	2009-2010 Actuals
<b>Revenue</b>			
Cash Sales	\$ 189,106	\$ 180,144	\$ 154,256
Catering Revenue	\$ 5,360	\$ 4,245	\$ 9,182
State Reimbursements	\$ 46,978	\$ 42,105	\$ 34,067
Federal Reimbursements	\$ 487,948	\$ 431,594	\$ 382,732
<b>Total Revenue</b>	<b>\$ 729,392</b>	<b>\$ 658,088</b>	<b>\$ 580,237</b>
<b>Expenses</b>			
Total Salaries	\$ 28,000	\$ 205,892	\$ 248,960
Total Benefits	\$ 12,500	\$ 132,159	\$ 131,882
<b>Total Salaries &amp; Benefits</b>	<b>\$ 40,500</b>	<b>\$ 338,051</b>	<b>\$ 380,843</b>
Sodexo Management	\$ 367,876	\$ 141,565	\$ 129,355
Food Expense	\$ 288,378	\$ 273,852	\$ 248,294
<b>Total Expenses</b>	<b>\$ 696,754</b>	<b>\$ 753,468</b>	<b>\$ 758,492</b>
<b>Net Income/(Loss)</b>	<b>\$ 32,638</b>	<b>\$ (95,380)</b>	<b>\$ (178,255)</b>
Free Students		675	578
Reduced Students		165	204
<b>Total F &amp; R- Enrollment</b>	<b>950</b>	<b>840</b>	<b>782</b>
<b>F &amp; R %</b>	<b>2,850</b>	<b>2,822</b>	<b>2,792</b>
	<b>33.3%</b>	<b>29.8%</b>	<b>28.0%</b>
<b>Meals Served:</b>			
Free		163,205	145,002
Reduced		30,397	29,373
Paid		20,839	23,368
<b>Total Meals</b>	<b>218,116</b>	<b>214,441</b>	<b>197,743</b>

Palisades Charter High School  
Board of Trustees  
Ad Hoc Charter Review Committee

Report to Board for Discussion at September 20, 2011 Regular Meeting

Ad Hoc Committee Members

Monica Iannessa  
Stephanie Inyama  
Chris Lee  
Naomi Norwood, Chair  
Allison Polhill

Dr. Pamela Magee concurs with the recommendations set forth in this report.

## **Ad hoc committee formation**

The original impetus for this *ad hoc* committee was the fall 2010 controversy about new Charter language concerning the Board standing committees. The previous version of the Charter had very few details about the five standing committees. The renewed 2010 Charter has detailed language about the membership and duties of each committee. That new language also contains some significant changes from prior practices, including one-year terms for members and, in the case of four of the five committees, Board approval of the committees' membership. These changes caused considerable consternation, which was exacerbated by the fact that no one (including the people who had served on the Charter Renewal Committee) seemed to know anything about the provenance of the new wording. Of particular concern to the committee chairs was the requirement of Board approval of new members, as these committees have traditionally controlled their own membership.

## **Charge**

The Board asked the *ad hoc* committee to do the following (quoted from the Regular Meeting Minutes for December 14, 2010):

- reconcile what the Charter Renewal committee sent to LAUSD and the final version of the Charter [with respect to the standing committees];
- answer the questions asked by stakeholders; and
- identify anomalies and errors (example is traveling student definition).

The referenced stakeholder questions were those posed by various standing committee Chairs at the November 16, 2010, meeting: how and why was the Charter changed to provide for one-year terms and Board appointment for certain standing committee members? Further, because there appears to have been no stakeholder input into these changes, and because there was considerable discontent with the new provisions, should the Charter be amended, either to return to the previous practices or to adopt new provisions and protocols, after stakeholder input?

So long as we were looking at Charter issues, we were asked also to review and make recommendations to the Board about a few other ambiguities and inconsistencies that were not remedied (or were created) in the latest renewal process. In so doing, we were mindful not to duplicate or disrespect the work done by the 2010 Charter Renewal Committee. The purpose and intent of our *ad hoc* committee was to address discrete issues rather than to conduct a wholesale Charter reexamination.

Finally, more recently, the Board asked our *ad hoc* committee also to review and make recommendations about the proposed new bylaws. Because the bylaws contain provisions concerning committee membership, it was thought premature to approve the new bylaws without ensuring that they comport with the Charter, which the Board may well seek to amend, as a result of our committee's work. Accordingly, this report does not recommend any particular bylaw revision at this time, because it remains premature until the corresponding Charter provisions are addressed.

## **This report**

This is designed to be a preliminary report to guide the Board in its discussion at its regular meeting in September. Rather than spending time crafting precise Charter language, which ultimately may not be used, the *ad hoc* committee decided instead to recommend various conceptual changes and to invite Board discussion about those ideas. Once there emerges Board consensus on a particular approach to each issue, the *ad hoc* committee will draft corresponding language for each proposed Charter revision, which we expect to present in a final report to the Board for action in October.

The *ad hoc* committee already has obtained considerable stakeholder input through numerous informal discussions. But the committee expects to gather additional stakeholder input after the public Board discussion in September and before revised Charter wording is presented for Board approval in October. The committee has additional thoughts and recommendations about the process to be used for obtaining stakeholder input and approving Charter revisions, which process could be affected by the substance of the proposed revisions. We will address these issues further at the regular Board meeting on September 20, 2011.

Because the *ad hoc* committee was created primarily to deal with the standing committee issues, this report addresses those matters first. It then proceeds, by Charter Element, to discuss a number of additional issues the committee recommends be addressed in the next Charter revision.

## **Board Standing Committees**

### **History of changes pertaining to standing committees**

The short answer to the first question the standing committee Chairs posed in November 2010 is that the new standing committee language appears to have been created in response to a directive from the District, and it most likely was crafted by District personnel. Although the school's outside legal counsel advised that it was consistent with "best practices" for a Board to control the members of its own standing committees, they do not recall drafting or discussing the language, and no one on the Charter Renewal Committee, including the former Executive Director, has any knowledge of who drafted the wording. Some of the "purpose" language clearly came from the various committee bylaws, but no one knows who actually wrote the provisions for one-year terms or Board appointment or approval of committee members.

The former Charter had four short paragraphs on Board committees. One of them stated: "The membership of all standing committees will include a majority consisting of faculty members. The membership of all other committees [sic] will include meaningful and/or appropriate participation of all stakeholders." Another stated: "All committee members serve terms consistent with the committee's bylaws, not to exceed two years and with no term limits." A red-lined version of the Charter that was submitted to the District in November 2009 indicates that the District directed that the school "Identify # of members for these committees and delineate the responsibilities of each committee."

The new language provides that the Budget and Finance Committee will have no more than 17 members, to be appointed by the Board. It states, at line 3047, that "teachers shall have the right to constitute 50 percent if [sic] the voting members," but it says, at line 3057, that the committee "will consist of a majority membership of the faculty stakeholder group." It purports to list the composition

by stakeholder group, with confusingly different bullets and asterisks before some of the categories, and it provides for one-year terms.

With respect to the Communications Committee, the new Charter language provides for no more than 11 members, “with a majority membership of the faculty stakeholder group.” It does not provide for Board appointment of members, nor for any other method of selecting the members, and it, too, specifies the stakeholder groups to be represented in the membership and provides for one-year terms.

The new language provides for an Educational Programs Committee (referred to sometimes as the Education Program Committee), to consist of 19 voting members (including the Principal and 11 teachers, each representing a department) and the Executive Director as a non-voting member, along with other specified stakeholder representatives. The members and officers are to be approved by the Board and serve one-year terms, to commence each June.

For the Committee sometimes referred to as Operations/Facilities/Technology and sometimes as the Operations & Facilities Committee, the new language provides, at line 3139, that “teachers shall have the right to constitute [sic] 50 percent if [sic] the voting members” and, at lines 3149, that the committee “will consist of a majority membership of the faculty stakeholder group,” with other stakeholder representatives specified. The members are limited to 14, to be appointed by the Board for one-year terms.

The language concerning the Policy Committee, at lines 3161-62, states that the members “will consist of a majority membership of the faculty stakeholder group,” with other stakeholder representatives specified, and the members and officers to be approved by the Board, for one-year terms to commence each June.

Lines 3181-82 then state, “All committee members serve terms consistent with the committee's bylaws, *not to exceed two years* and with no term limits.” [Emphasis supplied.] This is inconsistent with all the preceding provisions for the five committees and appears to have been retained mistakenly from the prior version of the Charter.

## **Discussion**

One option, of course, is to leave the Charter language as it is, but there are good reasons not to do so. Not only was there considerable discontent with the changes among the committee chairs and other members, but some of the provisions themselves are inconsistent and ambiguous. For example, must teachers comprise a majority of the Budget and Finance and the Operations & Facilities Committees, or do they simply have the right to comprise a majority, which right may be waived if teachers are not willing to serve in sufficient numbers to preserve that majority, after a member is appointed from each required stakeholder group? And if the faculty must have a majority, and only four or five teachers are willing to serve on the Budget Committee, for example, which stakeholder group or groups may go unrepresented, so as to preserve the faculty majority, without violating the Charter? Further, was there any intended significance in the distinction between Board “appointment” of some members (*e.g.*, Budget and Finance, Operations & Facilities) and Board “approval” of others, after election (*e.g.*, Educational Programs and Policy)? Is the Board required to give greater deference to the latter? And is there some reason the Board does not appoint or approve the members of the Communications Committee, or was it merely an error?

Another option is to eliminate the requirement of Board appointment or approval of the members (and perhaps eliminate the one-year terms and retain the old wording about term length, which remains in the Charter). But there are good reasons not to do this, not the least of which is that we have been advised against it by the school's outside legal counsel, who are experienced in Charter school law and school governance issues. Next, although eliminating Board control over standing committee membership might calm the waters, it would not address the larger underlying problem of the true nature of these committees and how they should and do relate to the Board.

These committees, some or all of which pre-date the Charter, have been referred to as “hybrids,” in recognition of the fact that they sometimes function like Board committees but more often function like traditional school administrative committees, dealing with purely operational issues that are not properly within the Board's purview. That this hybrid nature is problematic is tough to dispute; it is clear in the committees' various bylaws, which reveal uncertainty about the committees' proper role and power, and it creates inconsistent expectations and friction between the Board and the committees, which have traditionally enjoyed a great deal of autonomy. Finally, the fact that the committees deal with and report on many operational issues, but are technically Board standing committees, makes it more difficult for the Board to evolve into the proper governance role to which it aspires.

### **Recommended approach**

The *ad hoc* committee has given this issue a great deal of thought and discussion, informed by the governance principles articulated by Brian Carpenter and John and Miriam Carter, and with the benefit of advice from the school's legal counsel and others with school governance expertise. The *ad hoc* committee recommends that the five existing committees be changed from standing Board committees to non-Board committees, permitting them to continue as traditional school committees, sometimes called administrative committees (because they support school administration). Each of the committees could continue to exist and function as they have for years, with the only change being that they would be traditional school committees rather than standing Board committees, which they are now in name only. To preserve the important historical role of the faculty and other stakeholder groups in the school's longstanding committee structure, we recommend that the Charter continue to provide for the existence of the five committees, to set forth their membership composition, and to guarantee the faculty's right to constitute a majority of the members of each committee. But they would no longer be Board committees, so the Board would not be involved in the committees' membership or by-laws, and the committees would not be required to report to the Board.

This change would have very little effect on the committees, their power, or how they function. Because the committees have members who are not Trustees, the committees are only advisory and not permitted under California law to exercise the authority of the Board. In other words, committees with non-Board members do not – and legally may not – exercise Board-level power, but may only advise and make recommendations to the Board, so the committees' power will not be diminished if they are not Board committees. Further, much of what these committees do is related to school operations and is not properly within the purview of the Board; the committees will be able to continue to deal with the myriad administrative matters they always have handled, without having to report to the Board or risk encouraging the Board to inquire about and meddle in school operations. When one of the committees has a proposal that **is** properly within the purview of the Board, such as the Budget and Finance Committee's proposed annual budget, the committee will be able to make a recommendation to the Board, just as it always has. Finally, the committee chairs could continue to meet as a group with

the Principal, just as they previously met with the Executive Director.

Similarly, the proposed change would have very little effect on the Board and how it functions. It would free the Board from unwanted involvement in operational matters that are not properly within its purview, while preserving the Board's traditional authority over matters it should be addressing. And nothing in the proposed change would prevent the Board from establishing and controlling its own standing committees. The language at lines 3025 *et seq.* would remain unchanged, and the Board would retain the ability to establish standing and temporary committees, as needed. For example, the Board can and should have a standing committee on finance to deal with Board-level finance matters, including the audit function, adequacy of reserves to cover long term obligations such as retiree health benefits, how those reserves and other cash are held and, where appropriate, invested, and so forth. Similarly, the Board might choose to have a standing committee on policy, which could be responsible for monitoring and proposing updates to the Governance Policies and Board Bylaws. The Board would control the membership of its standing committees and ensure that they were not improperly involved in school operations.

In sum, after consideration of all the language and related issues, the *ad hoc* committee recommends that the conflict concerning the current Board standing committees be resolved by seeking a Charter amendment that provides for the five committees to be administrative committees rather than standing Board committees, which amendment has numerous virtues, including that it comports with the way the committees have traditionally functioned, and it removes the Board from improper involvement in managing the means by which the school administration will achieve the school's desired outcomes.

### **Other Charter Issues**

#### **Elements 1 and 2: Educational Program, and Measurable Pupil Outcomes**

A review of Elements 1 and 2 reveals some outdated material. However, the *ad hoc* committee decided it was appropriate to focus on Charter wording that was incorrect and actually or potentially affecting school operations. Further, we thought it better that the aspirational language of Elements 1 and 2 be updated with significant stakeholder input. Accordingly, although these Elements will need revision, the *ad hoc* committee has no recommendation for revision of either Element 1 or 2, at this time.

#### **Element 3: Methods of Assessing Pupil Progress Towards Meeting Outcomes**

The *ad hoc* committee noted that there may be ways in which one or more of the school's Professional Learning Communities is not functioning entirely in conformity with the PLC provisions in Element 3. However, we did not identify any way in which the existing Charter wording was unworkable or otherwise undesirable. Accordingly, the *ad hoc* committee has no recommendation for revision of Element 3.

#### **Element 4: Governance Structure of the School**

Recommended revisions concerning the standing committees have already been addressed, above.

The *ad hoc* committee recommends that the governance Element be revised in additional ways that will enable the school to be more closely aligned with the ideal governance and accountability approach

described in the scholarship of Brian Carpenter and John and Miriam Carter. The goal is to enable the Board to focus on Policy Governance, which requires that the Board concern itself with desired *ends* (results to be achieved) and remove itself from improper involvement in the *means* by which the organization achieves its goals.

An earlier PCHS Board adopted Policy Governance as the model for PCHS's governance, and this Board has made tremendous strides in conforming its actions to that model. A critical step in that development was the approval of the Governance Policies, and another was the selection of an outstanding academic leader, whose experience and quality will enable the Board further to remove itself from improper and increasingly unnecessary involvement in school operations.

To that end, the *ad hoc* committee recommends that the governance portion of the Charter be revised in a few other important ways that will clarify lines of authority and accountability and bring the Charter into conformance with the school's maturing governance principles. Specifically, the committee recommends that the Board no longer have responsibility for selecting, hiring, evaluating, or replacing any administrator other than the top administrator, who reports to the Board.

Currently, Charter lines 2904 *et seq.* provide that the Board is responsible for “selecting, hiring, evaluating, and when necessary, replacing top administrators and managers.” Similarly, lines 3419 *et seq.* (in Element 5) provide that the Board approves (line 3420) and evaluates (line 3423) the “Management Team,” which is defined to include the Principal, the Chief Business Officer, and unspecified “Subordinate Administrators, Managers, and Coordinators.” These provisions violate uniformly accepted principles of good governance. They also make it more difficult for the Board to hold the top administrator fully accountable for the organization's performance, and they negatively affect the top administrator's ability to manage the administrators who report to her. Finally, the current provisions may impair the school's ability to attract and retain outstanding administrators, who should not suffer the demoralizing insecurity of being subject to evaluation and retention by an inherently politicized, stakeholder Board that consists of fellow employees, who should not be in the conflicted position of exercising formal personnel authority over colleagues, and outside Trustees, who cannot properly evaluate the daily performance of administrators who do not report to the Board.

For these and other reasons the *ad hoc* committee will be happy to discuss with the Board, we recommend (with the unreserved concurrence of the school's outside legal counsel) that the governance section of the Charter (as well as corresponding portions of Element 5) be revised to remove from the Board's responsibilities any formal role in selecting, hiring, evaluating, or replacing any administrator or manager other than the top leader, now being referred to as the Principal and Chief Administrative Officer.

And that leads us to another recommended revision, concerning that title. We are mindful of the fact that Dr. Magee's title already has been discussed at considerable length (some might even say *ad nauseum*). However, we also recall that the discussion and decision about that title was driven in no small measure by the UCLA team's urging that the former titles carried some “baggage,” and that there was both symbolic value for the community in a new title that conveyed that the new leader was to be, first and foremost, an academic leader, but also practical value for recruitment purposes in a title that conveyed that the leader would have additional business responsibilities – a “Principal Plus.” Now, however, we have very practical reasons to revisit the issue.



First, it is a major task to seek to revise the Charter in every place it mentions either the Principal or the Executive Director. It can be done, but if it can be avoided, so much the better. More important, the top leaders of Charter schools are usually called Executive Directors, so that is what people expect, and Dr. Magee already has had the experience with her peers of having been described as PCHS's Principal and being aware that people have assumed that she is the second-in-command. It is clearly better for PCHS for its top leader not to be handicapped at the outset by a cumbersome title that does not give her (and, therefore, the school) the stature we need her to have. Accordingly, the *ad hoc* committee recommends that Dr. Magee's title be "Executive Director & Principal." Dr. Magee favors this change, and our outside legal counsel have confirmed that it would enable the school to assert that she is simply filling both roles, as outlined in the Charter, thereby enabling us to avoid having to seek multiple revisions of the Charter solely to provide for the "PCAO" title. Dr. Magee's role, responsibilities, duties, and academic focus would not change in any way, but the proposed change would conform her title to the customs and expectations of the Charter community.

Finally, Element 4 requires (at lines 2943-4 and 2959-61) that at least one of the three parent members of the Board be "from the communities served by the traveling pupil programs outside the school's traditional catchment area." Although this definition of a "traveling parent" is less than ideal, the alternatives have other defects, and, after lengthy discussion, the *ad hoc* committee decided not to recommend any revision to the definition at this time.

#### **Element 5: Qualifications of Employees**

As discussed above, the *ad hoc* committee recommends that portions of Element 5 be revised to reflect the removal of the Board from the selection, hiring, evaluating, and replacing of any administrator other than the top administrator, who reports to the Board.

#### **Element 6: Health and Safety Procedures**

The Assistant Principal responsible for Health and Safety is a member of the *ad hoc* committee, and she confirmed that no revision is needed to this Element.

#### **Element 7: Means to Achieve Racial/Ethnic Balance**

There are a few minor problems in Element 7 that could be cleaned up. For example, lines 3845 through 3847 refer to a number of obsolete programs, including Permits With Transportation and Magnet. Lines 3850 and 3871 both refer to the District MOU "attached herewith as Appendix [blank]." The *ad hoc* committee is not aware of any issue with Element 7 that requires Board discussion, and the committee will propose appropriate minor revisions to delete the references to the obsolete programs and to the MOU.

#### **Element 8: Admission Requirements**

There are some substantive problems with Element 8 that need Board attention. Lines 3935 through 3944 purport to set forth the preference order that governs the random student drawing, essentially establishing a hierarchy of eligibility for admission to the school, beginning with students who reside in the former attendance area of the school before it was converted to a Charter school. This preference order is addressed again at lines 3999 through 4002, which also refer to the Attendance Policy attached

as Appendix Q.

The Charter and the Attendance Policy formerly provided for the following preferences:

1. Residents of the Pacific Palisades, Topanga, and parts of Brentwood, set forth in a residency map that reflects the boundaries of the former attendance area of the pre-Charter school
2. Brothers and sisters of current and continuing students
3. Family members of PCHS staff
4. Students from Revere Charter Middle School
5. All other applicants in the State of California

An earlier version of the Attendance Policy provided additional preference for Revere students who came up through one of the elementary schools in the Palisades Charter Complex.

The new Charter has a different preference order:

1. Residents of the Pacific Palisades, Topanga, and parts of Brentwood
2. Brothers and sisters of current and continuing students
3. Students graduating from Paul Revere Charter MS, and Paul Revere Magnet students
4. Family Members of PCHS and staff [sic]
5. Students who reside within LAUSD boundaries
6. All other applicants in the state of California [sic]

These changes appear to have been generated by the District. Children of school employees have dropped in priority from the third category to the fourth, and the preference for students who matriculated through the Palisades Charter Complex has been abandoned.

The *ad hoc* committee recommends that the Charter be revised (1) to restore the level three priority for employees' children, as it may affect the school's ability to attract and retain outstanding faculty, administrators, and staff, and (2) to restore the level four priority for students who have come through the Palisades Charter Complex.

The school's Attendance Policy ("Appendix Q") appears to have been modified to conform to the changed preference order in the renewed Charter, but it provides (at line 5067) that it "is subject to adjustment as needed by the Board of Trustees." Therefore, if the Board concurs that the preference order should be changed, the *ad hoc* committee recommends that the Board first revise the Attendance Policy and then seek Charter revision to conform to the newly revised Attendance Policy.

Finally, as in Element 7, there are references, at lines 3931-2 and 3959 and 3960, to the old MOU, with blank Appendix references, which should be cleaned up.

#### **Element 9: Financial and Programmatic Audit**

The *ad hoc* committee recommends four, one-month changes, which, in one case, will align the Charter with the California Education Code (with respect to the timing, at line 4053, for filing Audited Actuals), and in other cases (at lines 4047, 4049, and 4051) will modify timing requirements that PCHS often cannot comply with because we do not timely receive from LAUSD the information

required for the reports. In these cases, to shift the date by one month would align the Charter with our traditional practice of submitting reports to the Charter office in sufficient time to enable its compliance with State reporting deadlines. These proposed revisions are as follows:

- Line 4047: First Interim Projections, change from November to December
- Line 4049: Second Interim Projections, change from February to March
- Line 4051: Unaudited Actuals, change from July to August
- Line 4053: Audited Actuals, change from November to December 15.

#### **Element 10: Pupil Suspension and Expulsion**

This Element has a few minor problems and some more major issues, including internal inconsistencies and ambiguities in the expulsion process description and substantive inconsistencies with California law in the listing of offenses that must result in expulsion. The *ad hoc* committee will work with the Assistant Principal responsible for discipline and with outside legal counsel to craft revised language for this Element.

#### **Element 11: Retirement System**

The *ad hoc* committee has no recommendation for revision of Element 11.

#### **Element 12: Public School Attendance Alternatives**

The *ad hoc* committee has no recommendation for revision of Element 12.

#### **Element 13: Employee Rights**

The *ad hoc* committee has no recommendation for revision of Element 13.

#### **Element 14: Dispute Resolution Process**

The *ad hoc* committee has no recommendation for revision of Element 14.

#### **Element 15: Labor Relations**

The *ad hoc* committee has no recommendation for revision of Element 15.

#### **Element 16: Charter School Closing**

The *ad hoc* committee has no recommendation for revision of Element 16.

### **Summary of Proposed Revisions for Board Discussion**

- Change five current committees (Budget and Finance, Communications, Educational Programs, Operations, Facilities, and Technology, and Policy) from standing Board Committees to traditional school administrative committees
- Remove the Board from any role in selecting, hiring, evaluating, or replacing any administrator other than the top leader, who reports to the Board
- Change Dr. Magee's title to “Executive Director & Principal”
- Revise preference order in school's Attendance Policy and make corresponding revision to Charter, to restore level three priority for employees' children and level four priority for students who have matriculated through the Palisades Charter Complex.

# PALISADES CHARTER HIGH SCHOOL

## School Emergency Operations Plan

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## PALISADES CHARTER HIGH SCHOOL

### School Emergency Operations Plan **Introduction**

The purpose of the School Emergency Operations Plan is to provide a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies.

It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.



## Promulgation

The School Emergency Operations Plan addresses Palisades Charter High School's responsibilities in emergencies associated with natural disaster, human-caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with the county of Los Angeles, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel. The School Emergency Operations Plan:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing school sites clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

## Requirements

The Plan meets the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

## **Purpose**

The Purpose of the School Emergency Operations Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students at PCHS, and to ensure the preservation of public property.

## **Scope**

The Scope encompasses all PCHS school sites and facilities. It addresses a broad range of major emergencies. Such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

## **The objectives of the plan are to:**

- Protect the safety and welfare of students, employees, and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school, District, City, and/or County Emergency Operation Center (EOC).

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

## **Responsibility**

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Law requires developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS, SEMS and ICS are incorporated in this plan and school personnel must be trained in how the system works. All PCHS school sites must also have drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis.

# Emergency Management Resolution

Sample Emergency Management Resolution

Palisades Charter High School  
Los Angeles, California

RESOLUTION : Emergency Plan

WHEREAS, Palisades Charter High School has implemented a School Emergency Operations Plan for all school sites and facilities. The objectives of the plan are to: 1) protect the safety and welfare of students, employees and staff, 2) provide a safe and coordinated response to emergencies, 3) protect the district's facilities and property, and 4) Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to fully implement the School Emergency Operations Plan, Palisades Charter High School, supports planning, training and exercising the plan at the school site level.

WHEREAS, Palisades Charter High School participates with all responding agencies within the State of California and in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Palisades Charter High School does hereby support the School Emergency Operations Plan.

READ AND ADOPTED THIS 20th DAY OF SEPTEMBER BY THE GOVERNING BOARD OF PALISADES CHARTER HIGH SCHOOL.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

# Statement Letter

Dear Palisades Charter High School Families:

The safety of our students continues to be of utmost importance to Palisades Charter High School. As Executive Director and Principal, my focus is "**smart, safe schools**". Schools that are smart and safe open doors for all students by building a foundation of high *expectations*, rigorous *content*, and persistent *support*. We employ a variety of security measures in our daily efforts to provide safe and secure learning environments. These measures reflect our community's high expectations for school safety and include the following:

**Palisades Charter High School Security and Safety Committee:** This committee focuses on crisis planning and management and continues to develop proactive community partnerships that assist with overall school safety. Its members include representatives from School Security, Administration, Transportation, Community Relations, Instructional Staff, Police and Fire Departments, and a member of the Board of Trustees.

**School Security Officers:** PCHS has an effective and efficient school security staff. School security consists of a partnership with the Los Angeles School Police Department, two full-time deans, one full-time campus supervisor, and six (6) "rover" School Security Aides who respond to any event at our school site.

**Emergency Management Plans:** PCHS has Crisis Management Plans in place at the school and a Crisis and Emergency Response Plan. I develop the Crisis Management Plan with my staff to meet and exceed the standards established by state law. The plan serves as an operating guide for a wide range of emergencies and reflects each school's unique characteristics. My staff recently revised and expanded the Crisis and Emergency Response Plan. We audit and practice these plans throughout the year.

**Physical Security Improvements:** We use proven physical security survey checklists to determine low- to no-cost improvements that will tend to make the area "unattractive" to criminal activity. In addition, there are plans to install state-of-the-art camera surveillance systems to help deter, detect and investigate school crimes.

**School Safety Tip Line:** Students and their families may call the [We Tip - School Safety Program](#) at **1-800-78-CRIME (2-4763)** to report a crime or threat made anywhere in the USA. This **anonymous** line is staffed 24 hours a day and is meant for anyone having ANY information about a possible crime. In the event of an emergency, the school division will publicize information for parents on our web site, [www.palihigh.org](http://www.palihigh.org). If notified of an emergency at your child's school, do not go to the school unless the notification instructs you to do so. If you go to the school when not instructed to, you may put your child, yourself, or others at risk.

To help keep your family safe, I encourage you learn and prepare for emergencies that might happen in the community or your home. Excellent resources are available at [www.redcross.org](http://www.redcross.org); and [www.nsc.org](http://www.nsc.org).

Please be assured that we take many other precautions to help ensure the safety of our students. If you have questions or concerns about school safety, please contact me.

Thank you for your understanding and assistance.

Sincerely,

Dr. Pamela Magee

Section 1  
**Legal Requirements**



## **Legal Requirements: Authorities and References**

The following are brief summaries of emergency crisis related Education Codes and Government Codes you should be familiar with. Review the entire citation for specific requirements.

### **California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)**

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

### **California Government Code (Section 3100, Title 1, Division 4, Chapter 8)**

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any other county, city, city and county, state agency or public district, excluding aliens legally employed. The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government, Office of Emergency Services, but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

### **Petris Bill (Section ~ 8607 of the California Government Code)**

This law requires that state and local government including special districts (i.e.: schools) be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). SEMS must also be used in school planning, training and exercising (California Code of Regulation 2400-2450).

SEMS requires that each organization understands and uses the following:

- The Incident Command System, a method of organizing any emergency response effort into five basic functions: command, planning/intelligence, operations, logistics, and finance/administration.
- An Emergency Operations Center (or Incident Command Post in the field), the staff of which is organized according to the same five functions as the Incident Command System.
- Coordination of the school district Emergency Operations Center with the Operational Area (county) Emergency Operations Center, or with city Emergency Operations Centers and/or county Offices of Education, as needed.
- Incorporation of SEMS into all school plans, training and exercises.
- Documentation of the use of SEMS in planning, training, exercising, and during an actual emergency.

### **California Civil Code, Chapter 9, Section 1799.102**

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

### **Katz Act (Sections ~ 35295-35297) of the California Education Code**

This law requires applies to the governing boards of public and/or private elementary and high schools that have school buildings with over 50 students or more than one classroom, and to all county school superintendents. In 1988, the legislature amended the law to require that training in earthquake preparedness procedures should be for both certified and classified staff. The law requires that schools do the following:

- Develop a disaster plan to maintain the safety and care of students and staff. The plan should outline emergency roles, procedures for students and staff, and appropriate, ongoing training for all employees and students.
- Conduct periodic drills in “drop and cover” procedures, the evacuation procedure, and other emergency response actions (such as search and rescue, communication, and damage assessment) to train students and staff. Simple drills should be held once a quarter in elementary schools and once a semester in secondary schools; more complicated drills should be held once or twice a year.
- Provide training programs to ensure that staff and students are aware of, and properly trained to follow, your plan and the emergency response procedures.
- Be prepared to have your school serve as a possible public shelter for the community during disasters or emergencies.
- Take mitigation measures now to ensure the safety of students and staff, and the viability of the school facility during and after an earthquake or other emergency.

### **California Emergency Plan**

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that “...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof.” Therefore, local emergency plans are considered extensions of the California Emergency Plan.

## **Comprehensive School Safety Plan Section ~ 32280 of the California Education Code**

This law states that each school district and county office of education is responsible for the overall writing and development of comprehensive school safety plans for its schools operating kindergarten and grades 1-12. Comprehensive plans include strategies and programs designed to maintain a high level of school safety. Plans should address procedures for: disaster response; safe ingress and egress to/from school; reporting child abuse; sexual harassment; school discipline; provision for school-wide dress code; policies related to suspension, expulsion or mandatory expulsion, etc.

### **No Child Left Behind Act of 2001**

This federal law is designed to improve student achievement, facilitate accountability, and ensure a safe and orderly school by implementing programs that protect students and teachers. Under No Child Left Behind, states must report school safety statistics to the public on a school-by-school basis and districts must use federal school-safety funding to establish a plan for keeping schools safe and drug-free. Having a crisis management plan for responding to violent or traumatic incidents on school grounds is a requirement.

### **Board Policies**

#### **1. Certain policies governing emergency preparedness and response within the school are established.**

The safety of students is paramount. All actions taken shall bear this in mind as well as the safety and well-being of employees.

If a disaster occurs during school hours, school will not be dismissed without the express approval of the Principal or designee. Students will remain under the supervision of school authorities until released to parents or their pre-authorized representative. The following entities shall be notified as soon as a closure decision is made through the Superintendent's Office, as needed:

- Board of Education
- Local area media
- Police, fire, and other agencies
- State & Federal legislators and other officials
- California Office of Emergency Services
- California Department of Education

- Local hospitals and County Emergency Medical Services

If parents or guardians come to the school and properly identify themselves, students will be released.

Since school personnel are expected to assist in post-disaster care of students, arrangements for the care of their own family should be prearranged in order to permit discharge of this emergency responsibility. We take these steps to ensure employees are ready to fulfill their disaster responsibilities:

The Principal or designee shall prepare a list of staff to be assigned specific emergency response roles as outlined in this plan.

Each Principal or designee shall conduct a survey of certificated and classified personnel to determine each employee's status in terms of first aid training, disaster preparedness training, and other emergency experience and training. Records will be kept current as changes of personnel occur. Copies of records will be kept on file in the Principals office.

Solicit cooperation of the PTA and other parent groups in organizing disaster response activities and assignments.

In preparation for the possibility of a long stay at schools, the Principal or designee shall prepare a list of students and staff who have special conditions requiring medications and/or special attention.

Section 2

**National Incident Management System  
(NIMS) and the Standardized  
Emergency Management System (SEMS)**

## **NIMS Purpose and Scope**

The National Incident Management System (NIMS) was issued by Department of Homeland Security on March 1, 2004 to provide a comprehensive and consistent national approach to all-hazard management at jurisdictional levels and across functional disciplines. The NIMS will enable responders at all levels to work together more effectively to manage domestic incidents no matter what the cause, size or complexity.

In September 2005, the State of California obtained certification and compliance for SEMS/NIMS integration from the United States Department of Homeland Security, for FY 2005. Certification and compliance is an annual process that the California Office of Emergency Services performs.

## **SEMS Purpose and Scope**

These regulations establish the Standardized Emergency Management System (SEMS) based upon the Incident Command System (ICS) adapted from the system originally developed by the Firefighting Resources of California Organized for Potential Emergencies (FIRESCOPE) program including those currently in use by state agencies, the Multi-Agency Coordination System (MACS) as developed by FIRESCOPE program, the operational area concept, and the Master Mutual Aid Agreement and related mutual aid systems.

SEMS is intended to standardize response to emergencies involving multiple jurisdictions or multiple agencies. SEMS is intended to be flexible and adaptable to the needs of all emergency responders in California. SEMS requires emergency response agencies use basic principles and components of emergency management including ICS, multi-agency or inter-agency coordination, the operational area concept, and established mutual aid systems. State agencies must use SEMS. Local government must use SEMS by December 1, 2006 in order to be eligible for state funding or response-related personnel costs pursuant to activities identified in California Code of Regulations, Title 19, §2920, §2025, and §2930. Individual agencies' roles and responsibilities contained in existing laws or the state emergency plan are not superseded by these regulations.

SEMS is the overall system in which many agencies, levels of government, and information systems fit. The parts of SEMS are:

- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

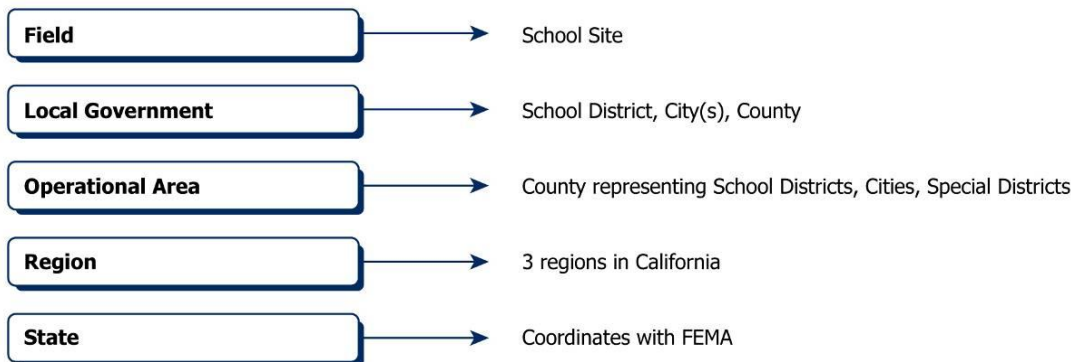
Public schools have mutual aid agreements for shelter, counseling, and other items and must participate in inter-agency coordination. It is important to understand this and be prepared to participate.



## Organizational Levels

Information regarding a disaster and the school site conditions are reported from the site level all the way up to state and federal levels and become part of the larger information picture. Thorough documentation and accuracy is very important.

### Order of Coordination:



### Field Level (School Site)

Involves:

- Utilizes the Incident Command System
- Tactical on-scene response
- Establish and maintain Incident Command Post (school site) and Field Command Post (fire, police, etc.)
- Requests support from the Local Government EOC (fire, police, EMS, Public works, etc).

### Local Government Level (School District, City(s), County)

Involves:

- City(s), County, County Office of Education, Community College District, School District
- Establish and maintain Emergency Operations Center (EOC) and District Emergency Operations Center (EOC)
- Implement Local Emergency Plans
- Requests support from the Operational Area

## **Operational Area Level (County representing School Districts, Cities, Special Districts)**

Involves:

- The County and ALL political sub-divisions
- Coordinating information, resources, and priorities among all local governments
- Brokering resources within the Operational Area
- Functioning as the intermediate level between the Region and Local Government

**The Region Level** is tasked with:

- Coordination between Operational Areas in each Mutual Aid Region
- Coordination between Operational Area and State Level
- Coordinating overall State Agency Support within the Region.

California Office of Emergency Services  
Southern Region, Los Alamitos, California.  
[www.oes.ca.gov](http://www.oes.ca.gov)

## **State Level**

Will:

- Coordinate support between Administrative Regions as required
- Act as the initial point of communication and coordination between California and the Federal Response System

## **SEMS and Schools**

The Standardized Emergency Management System is based on a number of concepts, three of which are pertinent to schools:

- 1). a management tool called the Incident Command System (ICS);
- 2). Mutual aid systems, in which similar organizations assist each other in emergencies; and
- 3). Multiple agency coordination, under which diverse organizations work together and communicate with each other.

### **1) Incident Command System (ICS)**

ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by giving each person a structured role in the organization, and each organization its piece of the larger response.

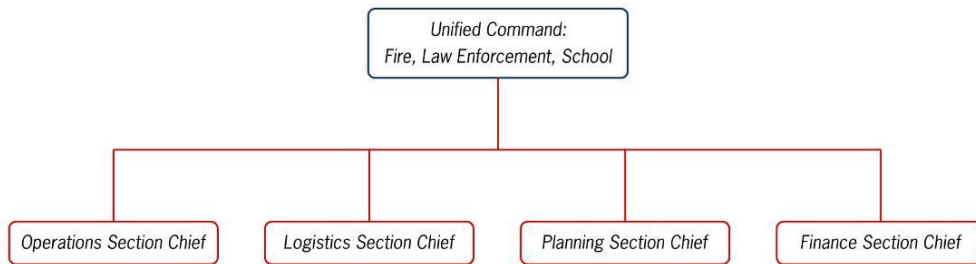
The Incident Command System is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, designed to aid in domestic incident management activities. It is used for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade, to include acts of catastrophic terrorism. ICS is used by all levels of government - Federal, State, tribal, and local - as well as by many private sector and non-governmental organizations.

The five ICS functions are required at all NIMS levels. They are: command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

Incident Command System

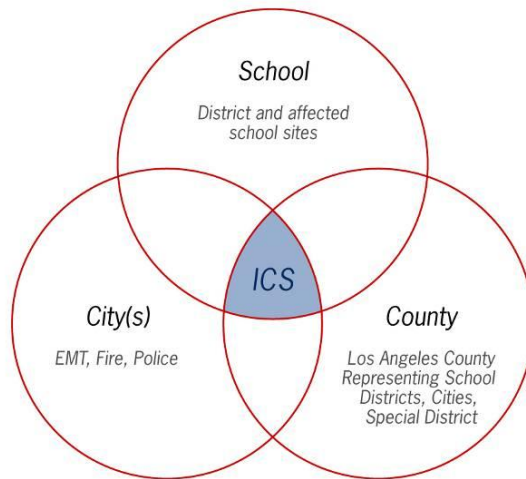
ICS Unified Command

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ICS Principles

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\* Diagram indicates activation of operational area

**Command** (The “leaders”)

Responsible for the overall policy, direction, and coordination of the emergency response effort in school Command Post. Command staff is also responsible for interacting with each other and other Emergency Operations Center’s (EOC), to ensure the effective function of the EOC organization. Example: police, fire, DCEMA.

**Operations** (The “doers”)

Responsible for coordinating all operations in support of the emergency response and for implementing action plans. Operations include response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

**Planning** (The “thinkers”)

Responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This team also develops school site action plans for implementation by the Operations team.

**Logistics** (The “getters”)

Responsible for providing all types of support for the emergency response operation (facilities, services, personnel, equipment, transportation and materials).

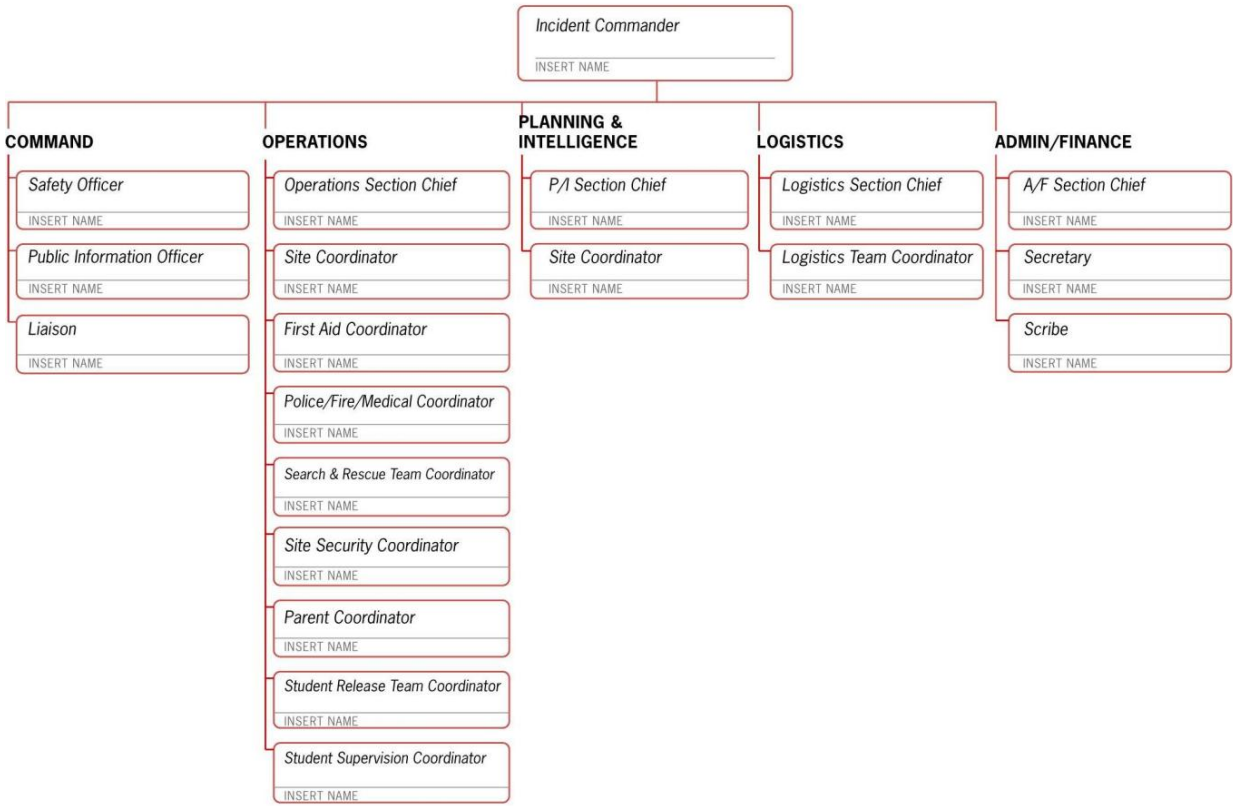
**Finance/Administration** (The “payers”)

Responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This team is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

**Major Concepts**

1. Every emergency, no matter how large or small, requires that certain tasks called management, planning, operations, logistics, and finance/administration be performed.
2. The system can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.
3. Every incident needs a person in charge, called the Incident Commander at the site level.
4. No one person should be in charge of more than seven people (the optimum number is five). Note: this does not apply to Student Supervision.

School Emergency Response Team Organizational Chart



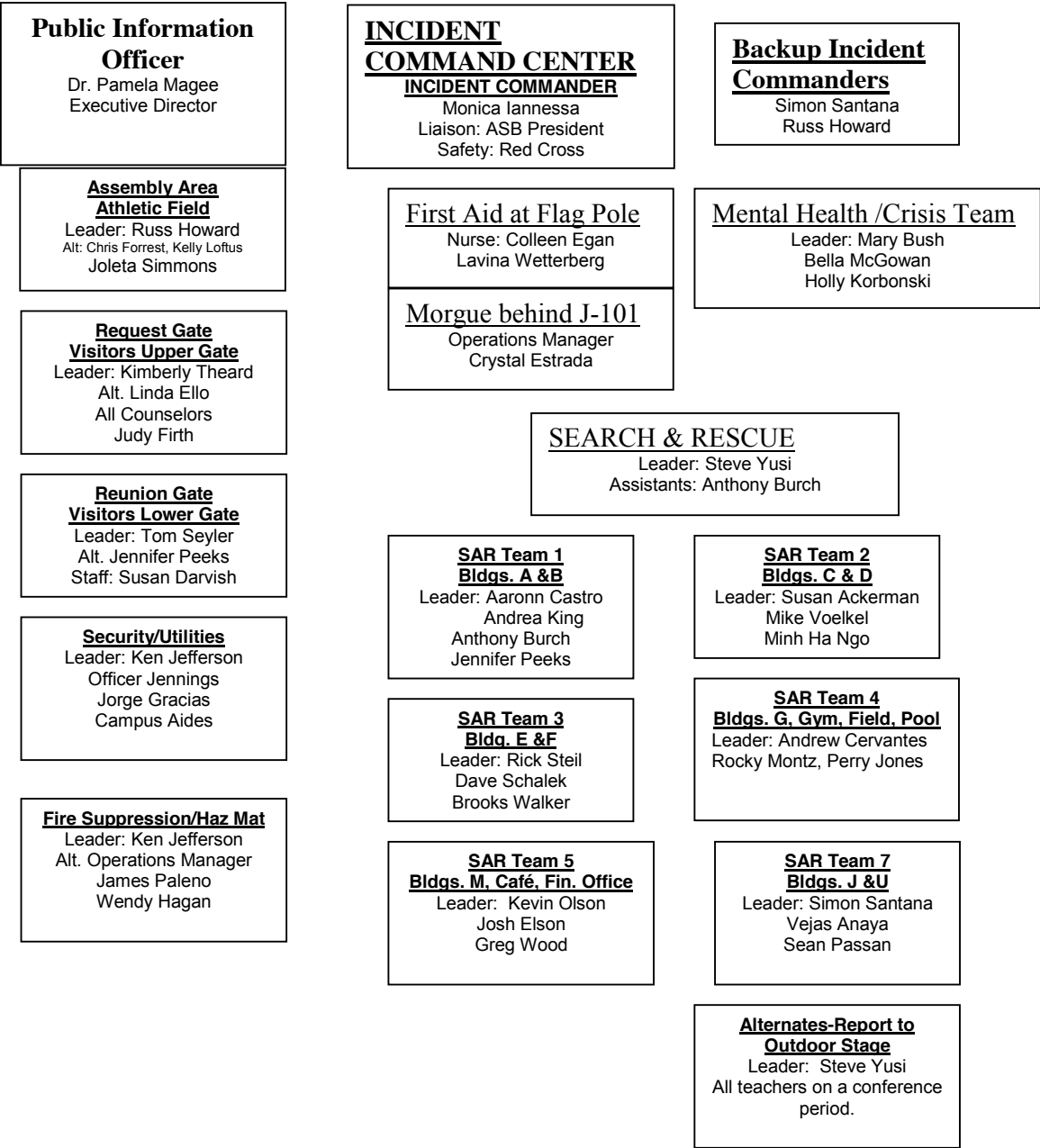
Date \_\_\_\_\_ Nature of Emergency \_\_\_\_\_



School Telephone: (310) 230-6623

Date: September 6, 2011

Note: This chart complies with the Operations section of the Standardized Emergency Management System (SEMS)



## **ICS responsibilities of the School Site**

The following chart outlines the responsibilities within each of the five ICS functions of the School Site:

<b>Function</b>	<b>School Site Command Post</b>
COMMAND	Overall responsibility for all incident activity on site
OPERATIONS	Directs the tactical response of all incident operations on site
PLANNING	Collects, processes, and documents information at that site for use on the incident
LOGISTICS	Provides services, personnel, and equipment in support of the incidents on site
FINANCE / ADMINISTRATION	Provides financial accounting and cost control at incident site

### **2) Mutual aid systems**

Voluntary and reciprocal agreements which provide services, resources, and facilities when existing resources prove to be inadequate.

### **3) Multiple Agency Coordination (MAC)**

Agencies working together at any SEMS level to facilitate decisions.



Section 3  
**Emergency Phases**

## General Information Regarding Emergencies

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the Emergency Operations Plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

### Mitigation Phase

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents as well as education of parents, students, and teachers on the emergency plans and contact information.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

### Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

## Response Phase

**Pre-Impact:** Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized; EOCs may be activated and evacuation may begin.

**Immediate Impact:** Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

**Sustained:** As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

## Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Section 4  
School Emergency Response Team

# **The School Emergency Response Team (SERT)**

## **Selecting the Members of the School Emergency Response Team**

The principal and his/her leadership team are responsible for assembling the School Emergency Response Team (SERT).

### **Who Should Be On The Team?**

Staff members who are good SERT candidates are recognized within the school, respond well to a crisis, are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. One of the SERT members should be a bilingual staff person. Also, include members who do not have supervisory duties or whose groups can be canceled in an emergency is important, such as:

- Office Manager
- Special Education Coordinator
- Technology Support Manager
- School Resource Officers
- Speech Therapist
- Occupational Therapist/Physical Therapist
- Outreach Consultant
- Program Facilitators
- Reading Coaches
- School Secretary
- Counselors/Social Workers
- Custodians/Security Personnel
- School Nurse
- Psychologist

The names and locations of any staff members trained in CPR and first aid must be laminated and posted in a prominent place in each classroom and in the school office.

### **How Many People Should Be On The School Emergency Response Team?**

The number of members on the team should be in relationship to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate SERTs.

***NOTE:*** *The NIMS/SEMS ICS structure (School Emergency Response Team) may expand or contract depending on the scope of the emergency and number of staff available. Staff members may be assigned multiple roles in an emergency.*

## The Roles of the Members of the School Emergency Response Team

### **COMMAND TEAM**

#### ***Incident Commander (IC):***

Job Description: Responsible for emergency operations to ensure safety of students, staff and others who are on campus.

#### Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community
2. Activate emergency plan and Incident Command System
3. Establish a Command Post
4. Develop and communicate the Incident Action Plan (IAP)
5. Provide School District Site Specific Status Report Form
6. Authorize any release of public information
7. Begin student release procedures (when it is safe to do so)
8. Make provision for mental health counseling
9. Make provisions for language translations
10. Release teachers and staff as appropriate
11. Declare end of emergency – initiate recovery when appropriate
12. Remain in charge of your campus until released by fire or law enforcement incident commander.

*Note: Incident Commander for Police or Fire will take control of emergency once they have arrived at the site. IC (school site) will remain in charge of school procedures (accountability of students, etc.), but will work with First Responders and provide any necessary assistance. Once Police/Fire Incident Commander is on site all decisions regarding evacuations, relocations, declaring an 'All Clear' will be made with the expressed approval and coordination of First Responders.*

**Remains in the Command Post and manages the crisis.**

***Safety Officer:***

Job Description: Responsible for monitoring the safety and conditions for students and staff.

Responsibilities:

1. Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
2. Monitor operational activities to assess potential danger and unsafe conditions.
3. Correct unsafe acts or conditions through regular lines of authority when possible.
4. Monitor stress levels of personnel involved in the response.

Safety Considerations:

- Are people performing out of role or responsibility?
- Is there enough manpower available to perform the prescribed tasks?
- Are the prescribed tasks being performed properly (such as proper lifting techniques)?
- Is appropriate personnel protection equipment (PPE) being used?

***Public Information Officer (PIO):***

Job Description: Conduit for information flow between the school and community; including the media.

Responsibilities:

1. Work closely with the IC (if not performing both roles) and first responders in providing information to the media and community.
2. Establish a media information center.
3. Provide press briefings and news releases as appropriate.
4. Obtain copies of all media releases and post them in the Command Post for review.
5. Prepare information summary on media coverage for SERT personnel.
6. Arrange for meetings between news media and incident personnel as directed by the IC.
7. Coordinates press conferences.
8. Prepares information for distribution to parents and students.
9. Coordinates with the City/County PIO, if appropriate.
10. Maintain a log of all activities.

## ***Liaison***

Job Description: Liaison between the school site, unified command, EOCs, and all other agencies. Position may be performed by the PIO and/or IC.

### Responsibilities:

1. Identify representatives from and maintain contact with each responding agency, including communication links and locations of assisting personnel.
2. Handle requests from Command Post for inter-organizational contacts.
3. Monitor operations to identify current/potential inter-organizational problems.
4. Provide information to appropriate governmental agencies.
5. Maintain an activity log.

## **OPERATIONS TEAM**

### ***Operations Section Chief:***

Job Description: Manages and directs emergency response activities on campus (Note: the IC may also perform this job).

### Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search & Rescue
4. Coordinate Campus Check and Security
5. Coordinate School Emergency Response Team response
6. Coordinate Medical Aid
7. Coordinate Student Care
8. Coordinate Student Release
9. Coordinate mental health counseling
10. Make sure teams have enough supplies
11. Reassign staff as needed
12. Schedule breaks and back-ups for staff



***Site Coordinator:***

Job Description: Manages emergency at the crime scene.

Responsibilities:

1. Respond to the scene of emergency
2. Control access to the affected area
3. If necessary, preserve crime scene until police arrive and assume control
4. Keep IC updated on status of emergency
5. Assist medical team, if necessary
6. Assist First Responders at the scene

***First-Aid Coordinator:***

Job Description: Provide emergency first aid until medical assistance arrives.

Responsibilities:

1. Provide emergency first aid.
2. Keep site coordinator updated on status of victim(s).
3. Update First Responders, upon arrival at the scene.
4. Keeps log of status of the victim(s) and all aid administered.

***Note:*** *In the event of multiple injuries the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training.*

Responsibilities for First Aid Team (to be managed by First Aid Coordinator):

1. Assist the First Aid Coordinator with administering first aid and with his/her other duties and responsibilities.
2. At the direction of the First Aid Coordinator, organize an Emergency First Aid Station.
3. Obtain first aid supplies and bring them to the Emergency First Aid Station. First Aid supplies will be maintained in a visible area and will be known to all SERT members.
4. Coordinate efforts with the SERT and First Responders.
5. Provide the IC with periodic updates as to the status of those who are and were treated at the Emergency First Aid Station.
6. Keep accurate records of the medical attention required by each person and will complete an Emergency Medical Release Form for each individual treated.
  - a. If an individual requires hospitalization, the first aid team will contact the paramedics for transportation to a hospital.
  - b. Complete the Emergency Medical Release Form for all individuals who received medical treatment and are returning to the assembly area.
7. If necessary, will set up a Casualty Collection Point and Morgue.

## **OPERATIONS TEAM (Continued)**

### ***Police/Fire/Medical Coordinator:***

Job Description: Assist emergency personnel and direct them to the scene.

#### Responsibilities:

1. Meet emergency personnel and take them to the scene – utilizing the most efficient route
2. Follow emergency personnel instructions (i.e., locking or unlocking doors, turning off water, electricity, etc.)
3. Keep IC updated on status of police/fire/medical personnel
4. Once released by emergency personnel, return to the Command Post and assist with emergency as directed by the IC.

*Helpful Hint: Meet first responders with site map and master keys*

### ***Search & Rescue Team Coordinator:***

Job Description: Manage the search efforts.

***Note:*** members of the Search Team will be comprised of any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, consider combining classrooms to release additional staff members to assist in the search activities.

#### Responsibilities:

1. Assemble adults who do not have supervisory duties into Search Teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
2. Perform visual check of outfitted team(s) leaving Command Post; include radio check. Advise teams of known injuries.
3. Coordinate the efforts of all Search Teams to ensure all areas of the school campus have been searched and are secure.

***Helpful Hint:*** Color code the school site map into search areas and distribute maps to Search Team. This will help to ensure all areas that individual Search Teams are responsible for are covered (i.e., bathrooms, storage areas, closets, etc.)

4. Assemble the emergency attendance forms and begin reconciliation of student and staff accountability. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

## **OPERATIONS TEAM (Continued)**

### ***Search & Rescue Team Coordinator (continued):***

#### Responsibilities for Search Team in the event of a fire:

1. Until the police and Fire Department have arrived, the search team will direct the firefighting efforts.

#### Responsibilities for Search Team in the event of an earthquake or other emergency requiring evacuation:

1. Conduct a pre-established search pattern of the school buildings and property. Do not enter severely damaged buildings. If you are in doubt about personal safety, DO NOT ENTER!

Generally, the team will begin at the center of the building destruction, search the immediate area and then move to the next building (moving clockwise). If the search team coordinator determines that a secondary location requires immediate relocation, the team will move to the location and then proceed clearing buildings using the North search procedures until all buildings have been cleared or until the arrival of the Police and Fire Departments.

#### Procedures for Searching a Room:

- a. Tape will be placed on the door as the team enters the room to indicate that the room is in the process of being searched.
  - b. The team will search the room in a clock-wise direction.
  - c. When the room has been searched and cleared, the team will place a second piece of tape so that a large 'X' will indicate that the room has been cleared by the team.
  - d. When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use the names of students or staff. Follow directions from the Command Post.
  - e. Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information onto the Command Post.
2. Bring the emergency containers to the evacuation site.
  3. Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed.
  4. Keep the IC updated on the status of the team's effort and assist with the emergency as directed.

## **OPERATIONS TEAM (Continued)**

### ***Site Security Coordinator:***

Job Description: Secure the school campus and all buildings.

#### Responsibilities:

1. Lock gates and all external doors.
2. Locate/control/extinguish small fires as necessary.
3. Check gas meter and, if gas is leaking, shut down gas supply.
4. Shut down electricity only if building has clear structural damage or advised to do so by IC.
5. Post yellow caution tape around damaged or hazardous areas.
6. Verify that the campus is 'locked down' and report to IC.
7. Keep IC updated of all activities and precautions taken.
8. Ensure that the entire campus has been checked for safety hazards and damage.
9. No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
10. Route fire, rescue, police, etc. as appropriate.

### ***Parent Coordinator:***

Job Description: Liaison with the parents on site.

#### Responsibilities:

1. Meet with the parents and arrange for their needs (i.e., if approved by First Responders, bring them into a classroom or portable)
2. Advise parents of the situation and if their child is or isn't involved in the emergency
3. Keep IC updated on the status of parents
4. After the 'All Clear' has been given, assist those parents who wish to take their children home

## **OPERATIONS TEAM (Continued)**

### ***Student Supervision Team:***

Job Description: Remains with and supervises students.

#### Responsibilities:

1. Remains with and supervises students after the evacuation. Ideally each classroom teacher is supervising their class, but teachers who are needed on other teams will combine their classroom with another teacher.
2. Organize and supervise student activities

***Note:*** *As other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the Student Supervision team.*

### ***Student Release Team Coordinator:***

Job Description: Release students to authorized adults.

#### Responsibilities:

1. At the direction of the IC, release students to authorized adults.
2. Maintain a log of all students who have been released and who they were released to.
3. Set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips).

#### Procedures for releasing students

- a. Parent of guardian reports to the Student Release Station identifying the student(s) he/she desires to pick up.
- b. Check the emergency cards to verify the adult is authorized and the student(s), may be released to that person.
- c. Bring student to release point (use runners).
- d. Instruct the parent to sign the register, verifying that the student(s) has/have been removed from campus.
- e. Document the whereabouts of any student transported from the site by any agency to a hospital, shelter, or Collection Point.
- g. Any student having a triage tag should have one of the serial numbered corners taken off and attached to release team documentation.

#### Procedures for teachers when releasing students

- a. Complete Emergency Release Form
- b. Identify parent (or other authorized adult) and have form signed. If a positive identification cannot be made, teacher needs to refer to child's emergency card for authorized adult release. (if adult cannot be verified, put a large "?" on the Emergency Release Form, so student release team can verify adult).
- c. Release student to parent pick up station (or runner) and remove name from class list

#### Procedures for Adults when picking up student(s)

- a. Proceed to student release station at the evacuation site
- b. Fill out and sign release form/register as soon as teacher/adult in charge is available
- c. Upon receiving copy of release form, parent or authorized adult will meet child at release point to verify ID and be released.

**Note:** *It is important to create a secure area for student release. If the school grounds do not afford physical barriers use staff members until police can secure the area. Also consider using yellow caution tape and/or orange cones.*

## **PLANNING TEAM**

### ***Planning Section Chief:***

Job Description: Keep current on situation at all times. Analyze information, prepare necessary reports, and manage status reports. (Note: the IC may also perform this job).

### Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports

## **LOGISTICS TEAM**

### ***Logistics Section Chief:***

Job Description: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources. (Note: the IC may also perform this job with assistance from members of the Search Team and/or Police/Fire/Medical Coordinator).

### Responsibilities:

1. Open disaster container.
2. Distribute supplies, kits, etc.
3. Set-up various staging areas(s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance.
5. Determine whether additional equipment, supplies, or personnel are needed. Provide this information to the Liaison.
6. Make arrangements for transport of supplies and lodging of personnel.

## **FINANCE and ADMINISTRATIVE TEAM**

### ***Finance and Administrative Section Chief:***

Job Description: Track all costs and staff time redirected to emergency. (Note: the IC may also perform this job).

#### Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items, upon approval of IC
5. Document all activities

### ***School Secretary, Scribe, and other Office Staff:***

Job Description: Assist IC in managing crisis, making necessary notifications and recording all events.

#### Responsibilities:

1. Upon the direction of the IC, place a telephone call to 911 and advise the dispatcher of the nature of the emergency.
2. Keep 911 dispatcher informed of any changing conditions until police/fire or medical assistance arrives at the school.

**Note:** *The individual on the phone with 911 will stay on the phone until released by 911 (usually when First Responders have arrived at the scene). This individual will not be able to assist with any other tasks until released by 911. Therefore, it is important to ensure that at least 2 additional adults are in the Command Post to assist the IC.*

3. Shut off school bell system
4. Make other required telephone calls (i.e., to school district)
5. Maintain a Chronological Event Log. The following information will be recorded in the Log:
  - o Time IC was advised of the emergency
  - o Time Lock-Down (or other emergency signal) was declared
  - o Time all outgoing calls were made and to whom, their phone numbers, and the information that was furnished
  - o Time all incoming calls were received, from whom, and nature of the call
  - o Time School Emergency Response Team arrived at the Command Post
6. Advise the IC of any new information



***Note:***

It is important for each member of the SERT to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to ascertain who is authorized to be roaming the building.

## School Emergency Response Team Master List

*Position* *Office Tel* *Radio* *Room #*

### Command Section

<b>Incident Commander</b>			
1. Pamela Magee	310-230-6630	5	A
2. Monica Iannessa	310-230-7277	3	A
3.			
<b>Public Information Officer (PIO)</b>			
1. Pamela Magee	X6630	5	A
2.			
<b>Safety Officer</b>			
1. Steve Yusi	X7232	Radio	F107
2. Simon Santana	310-230-6662	Radio	J109
<b>Liaison</b>			
1. Eeman Khourmanian		Leadership	
2.			

### Operations Section

<b>Operations Section Chief</b>			
1. Russel Howard	X6632	6	U110
2.			
<b>Site Coordinator</b>			
1. Rocky Montz	X6631	23	J121
2. Operations Manager			
3.			
<b>First Aid Coordinator</b>			
1. Lavina Wetterberg	X7218	18	HO
2.			
3.			
<b>Police/Fire/Medical Coordinator</b>			
1. Officer Jennings	X7233	1	J
2.			
3.			
<b>Site Security Coordinator</b>			
1. Jorge Gracias	X6667	2	GYM
2.			
3.			
<b>Search &amp; Rescue Team Coordinator</b>			
1. Steve Yusi	X7232	Radio	F107
2.			
3.			

<i>Position</i>	<i>Office Tel</i>	<i>Radio</i>	<i>Room #</i>
<b>Parent Coordinator</b>			
1. Julia O' Grady	X6647		A
2.			
3.			
<b>Student Release Team Coordinator</b>			
1. Kimberly Theron	X6637	4	CO
2.			
3.			
<b>Student Supervision Team Coordinator</b>			
1. Chris Forrest	X7251	7	U110
2. Kelly Loftus	X7234	17	U110
3.			

**Planning Section**

<b>Planning Section Chief</b>			
1. Monica Iannessa	X7277	3	A
2.			
<b>Site Coordinator</b>			
1.			
2.			
<b><u>Logistics Section</u></b>			
<b>Logistics Section Chief</b>			
1. Andrea King	X7222	RADIO	LIB
2.			
3.			
<b>Logistics Team Coordinator</b>			
1. Simon Santana	X6662	RADIO	J109
2.			

**Administration & Finance Section**

<b>Finance and Administrative Section Chief</b>			
1. Greg Wood	310-459-0310	RADIO	A
2.			
3.			
<b>Secretary</b>			
1. Ramona Bostic	X6672	BASE	A
2.			
<b>Scribe</b>			
1.			
2.			

**Additional Information**

<b>Medication Trained Staff</b>			
Colleen Egan	X7218	18	HO
<b>Staff Trained in First Aid/CPR</b>			
Andrew Cervantes	310-230-7255	RADIO	MGA
<b>Staff Trained in Physical Restraint</b>			
Mary Bush	X7240	20	U105A
<b>Individuals who need assistance during a crisis (physical or mental handicap)</b>			
<b>Rose Gilbert</b>			
<b>Marilyn MacLaughlin</b>			
<b>Special Ed Students</b>			

Note: any member of the SERT who is a classroom teacher or has supervisory responsibilities must have a pre-designated substitute to provide class coverage should the team be activated. Use an asterisk (\*) to indicate the designated substitutes and include their phone numbers.

## Positions in a Lock Down - Response

### **IC (Incident Commander)**

- Remains in command center
- Manages emergency
- Deploys team members
- Liaison with district first responders

### **Site Coordinator**

- Goes to crime scene
- Updates IC with status
- Restricts access to crime scene

### **First Aid Coordinator**

- Goes to crime scene
- Renders medical assistance

### **Front Office Staff**

- (1) Call 911
- (2) Call District
  - Keep event log
  - Assist IC

### **Search & Rescue Team Coordinator**

- Remains in command center
- Deploys search teams
- Reconciles accountability of staff and students

### **Police/Fire/Medical Coordinator**

- Secures perimeter (additional adults may assist in this)
- Greets police officer in front of building and brings them directly to crime scene

### **Parent Coordinator**

- Waits outside of perimeter
- Liaison with parents

### **Media Coordinator**

- Waits outside of perimeter
- Liaison with media, until district PIO arrives

### **Search Team**

- Collects emergency attendance forms
- Ensures all students and adults are in classroom

Note: See School Emergency Operations Plan for complete list of roles and responsibilities

School Emergency Response Team positions for evacuations: If the school evacuates to an assembly area on school campus, ensure that the following areas are pre-identified on an emergency map:

- Assembly Area for Students
- Command Center
- First Aid Station (including triage, treatment, and a morgue)
- Student Release Team
- Reunion Gate
- Staging areas for team members (search team, runners, etc.)



- If the school evacuates to the off-site evacuation site (another school or facility), ensure that the receiving school or facility is provided with the following information:
  - Anticipated time of arrival
  - Number of students and staff members evacuating
  - Report on injuries, if any
  - Any special needs (medication, food, etc.)

Section 5  
**Emergency Management**

## Buddy System

Teachers and staff occupying rooms listed together will check to make sure the other teachers and staff are not injured before the rooms are evacuated. In the event a teacher is injured, the students will be evacuated by a "buddy" teacher, or if a "buddy" teacher needs to remain to administer first aid the teacher in the adjoining room will evacuate the students.



## Buddy List

HAGAN-	SAIZA	SIMON, N	D103/MARTIN,TOMASI
ACKERMAN-	SAXON	SIMON, R	NGO
AGUIRRE-	FRIEDMAN	SMITH, C	KUNG
ALDRICH-	GORELIK	SMITH, G	YUSI/LAREW
ANAYA-	PALENO	STEPHENS	CASTRO, O
ANDERSEN-	SAGHAFI	TENAN-SNOW	LOFTUS
ANDERSON-DAM-	SON	TOMASI	SIMON,N
BENKE-	VANNAME	TSAP	KUPER/KIM
BERGER-	LATERZO	UNT	ACKERMAN/SAXON
BRUMEL-	MARSDEN	VANNAME	BENKE
BURGESS-	BUSH	WALKER	YUSI
BURR-	SUAREZ	YUSI	SMITH, G
BUSE-	MITTELBACH		
CACICEDO	PEREZ/RAUSCHUBER		
CAPPELLI	TIM HENDERSON		
CASTRO,A	CHRISTOPHER		
CASTRO,O	TEACHER FOR JAY		
CERVANTES	HOEY		
CHEW	GUNN-KURTSMAN/RIVIN		
CHRISTOPHER	PICHLBAUER		
CLARKE	RAUSCHUBER		
COHEN	GILBERT		
CROMPTON	WOODWARD		
DORFF	RANSOM		
DUNGEY	CAPPELLI		
ELSON	TERRY HENDERSON		
ENGELMANN	FELTHAM		
FERRER	VINCENT		
FRALEY	G103/HAGAN		
GIRIBALDI	MILLS/SHUHGALTER		
HARBOUR	THOMPSON		
HATAISHI	YOOK		
TIM HENDERSON	CAPPELLI		
HERNANDEZ	ELSON		
HOEY	CERVANTES		
JOHNSON	RAMZI		
JESSON	PASSAN		
JONES	VOELKEL		
KELLY	MEINEN		
KIM	KUPER		
KING,R	KORBONSKI		
KING, S	WOODWARD/G202		
KUNG	SCHALEK		
KAREW	ROSENTHAL		
LEE	KLIMA		
LISS	CLARKE/E209		
LISSAUER	KING,R/FRALEY		
MARSDEN	HARBOUR		
MARTIN	PEREZ		
JOHNSON	RAMZI		
NANCE	PICHLBAUER		
NEWBILL	SAGHAFI		
NGO	ONOEY		
ORYSHCHYN	LISS		
PALENO	TINGLEY-MENDEZ		
PATTERSON	G103		
PEREYRA	STEIL/VILLAGRAN		
PERKINS	SON		
PORTER	COLLEGE CENTER/ELSON		
RIVIN	GUNN-KERTSMAN		
SANTANA	MEINEN		
SCHLANGER	TEACHER FOR JAY		
SHAW	WOODWARD		

## Emergency Signals

Palisades Charter High School will use the following signals in responding to an emergency

<b>Signal</b>	<b>Description</b>	<b>Signal</b>
Lock-Down – TEAM RESPONSE	Crisis that activates the School Emergency Response Team	Verbal Command (radio, PA, phone)
LOCK DOWN – NO TEAM RESPONSE	Does NOT activate the School Emergency Response Team (threat is too dangerous). Is used in one of the following scenarios: <ol style="list-style-type: none"> <li>1. Shots being fired</li> <li>2. Gunman in the building</li> <li>3. Hostage situation</li> </ol>	Verbal Command (radio, PA, phone)
Fire	Fire	Verbal Command or Fire Alarm System
Duck, Cover & Hold On	Threat requiring the protection of the body (i.e.: earthquake)	Verbal Command or movement of the earth
Shelter-in-Place	Threat requiring the school and community remain indoors. Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school.  External threats such as airborne contaminant or wild fire.	Verbal Command
All Clear	Signals that the crisis/emergency has ended	Verbal Command

## Alert Cards

The purpose of the Alert Cards is to signal to police and/or fire officials, responding to the building, that you need immediate medical assistance in your classroom or office. The alert cards allow first responders to triage the building, in the event of a severe emergency (lock-down – no response).

### Alert Cards for the Interior

Place alert cards, in the door window, of every classroom, office, or space where individuals work. Alert cards are 3" x 3" cards, with red on one side and green on the other side. (size is approximate). If you don't have a window on the door, please place in the closest window. Velcro is recommended for affixing the alert cards to the window.



Front



Back

### Procedures for Alert Cards

Alert cards are to have the red side facing out (into the interior of the building) at all times. During an emergency, if you don't need immediate medical assistance, flip the card to the green side.

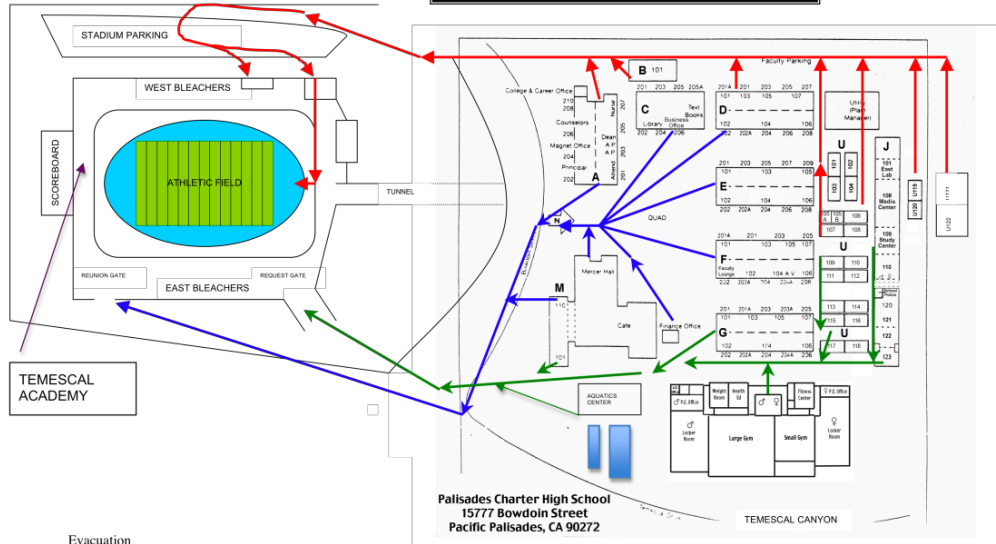
### Alert Cards for the Exterior

Place alert cards, in a window that faces the exterior of the school building. Use an 8/5 x 11 piece of paper for the exterior window. Include your classroom number on these cards. The same procedures apply to the exterior cards.



Section 6  
Emergency Maps

**PALISADES CHARTER HIGH SCHOOL**  
**EVACUATION ROUTES: PLEASE POST**



Evacuation

## Emergency Maps

Maps of the interior of all buildings, exterior of school grounds, and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm pull boxes, telephones, telephone network hubs, tool storage, camera locations, fire suppression system in kitchen, evacuation routes (primary and secondary), utility shut offs, access roads, Command Post locations, and emergency supply storage locations shall be developed and kept with the emergency vital records to be deployed with the Incident Commander in the event of an emergency.

In addition to maps covering the entire facility, evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes, and interior safe area, and placed near the door at eye level of the students.

### **School Floor Plan**

School floor plans should be attached to this School Emergency Operations Plan. You may need to use several different floor plans to complete and identify all of the necessary components of the School Emergency Operations Plan.

#### **1. Evacuation Sites and Routes.**

This floor plan should include the following:

- a. Entrances (including perimeter fencing). Be sure to number all entrances and gates.
- b. Master evacuation routes
- c. Command Posts
- d. Fire extinguishers
- e. Fire alarm pull boxes
- f. Shut-off valves (electric, natural gas, water, etc.)
- g. Telephones (if every room has a telephone – include telephone extensions in the plan)
- h. Telephone and Network hubs
- i. Tool storage
- j. Camera locations
- k. Fire suppression system in kitchen
- l. Dead communication areas
- m. First Aid and Emergency Supplies

**Identify the Emergency Operations at your evacuation site. This map should include the following:**

- a. Command Post
- b. First Aid Station
  - i. Triage
  - ii. Casualty Collection Point/Morgue
- c. Emergency supplies
- d. Student release point
- e. Assembly area

### **Aerial Maps**

These maps will identify additional threats and resources surrounding your facility.



Insert the location and contact information for each of the following areas:

<i>Command Post or Emergency Control Area</i>	<i>Location/Contact Information</i>
Primary Command Post	A building-main office
Secondary Command Post	Outdoor stage
Primary Evacuation Site	Football field
Secondary Evacuation Site	Baseball Field, Quad
Off-Site Command Post	Palisades Presbyterian Church
Media Staging Area (outside school)	Stadium Parking Lot
Parent Staging Area (outside school)	Reunion Gate-Stadium Visitors Side on Temescal
Media Staging Area (inside school)	Small Gym
Parent Staging Area (inside school)	Mercer Hall
Interior Safe Area *	Gym, Mercer Hall
Other:	

\* List alternate site for each classroom inside the school. Include diagram of floor plan

### **Primary Command Post**

The primary Command Post is always the main office. The secondary Command Post will only be used if the primary Command Post is taken out (hostage situation, explosion, etc.).

### **Secondary Command Post**

The secondary Command Post must meet the following criteria:

1. Access to the secondary Command Post without passing the primary Command Post
2. Ability to house 8-10 adults
3. Communication system (telephone, fax line, etc.). Ideally the room will have access to the P.A. system.
4. An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

### **Primary Evacuation Site**

Evacuation site located on school property – ball fields and playgrounds are excellent examples. Choose an area that is farthest away from the building and can house your



school's population. Avoid sites that pass through or are in parking lots (emergency vehicles will need access to these areas). The evacuation route for each classroom must be posted in the classroom.

**Secondary Evacuation Site-QUAD, BASEBALL FIELD,PRESBYTERIAN CHURCH**

A secondary evacuation site must be identified in the event the evacuation must take students and staff further away from the building than the primary evacuation site or in the event of inclement weather during an evacuation. Consider another school, public building or church. Arrangements must be made with the administrators of that building as part of the planning process. A safe passage route must be mapped out and included in this plan. Include a copy of the site map for the secondary evacuation site in this plan.

**Off-Site Command Post-PRESBYTERIAN CHURCH**

Indicate the area where the Command Post will be set up during an emergency that requires an evacuation. Notate the Command Post in both your primary and secondary evacuation sites.

**Media and Parent Staging Area-STADIUM, TEMESCAL ACADEMY OR PRESBYTERIAN CHURCH**

*Outside of School*

Identify an area where parents and media can congregate during an emergency. Portable classrooms and other buildings that are not connected to the affected area are excellent examples.

*Inside of School*

Identify an area within the school where parents and media can congregate during an emergency. This area must be away from the affected area within the school. Parents and Media will only be allowed into the building with police approval.

*Note:* Staging areas for parents and media should be separate. Ensure the parent/media coordinator remains in this location.

**Interior Safe Location**

Each classroom should have a designated safe location inside the school in the event that the classroom must be evacuated to a safer area. This location would be used in the event of an exterior hazard in the school area. Avoid areas with a great deal of glass or ceiling span (gymnasiums or lunchrooms).

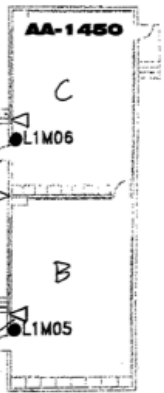
ADDITIONAL MAPS

**EVACUATION PLAN  
FIRE ALARM KEY PLAN**

SYMBOL LEGEND	
SYMBOL	DESCRIPTION
—	FIRE ALARM CONTROL PANEL
●	MANUAL PULL STATION
⊗	SMOKE DETECTOR

TE MES CAL CANYON ROAD

Front Gate



**TRI-SIGNAL**  
 INVESTIGATION  
 2515 VALLEY STREET BARBANK, CA. 91505  
 TEL. (818) 566-8588 FAX (818) 566-8580

Section 7  
Evacuation Procedures

# Evacuations

## **Evacuations will be conducted as follows:**

### **1. General evacuation**

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation procedures are followed.

**Fire:** Evacuate at least **50 feet** from the building.

**Bomb Threat:** Evacuate at least **300 feet** from the building.

**Multi-hazards:** Evacuate at least **300 feet** from the building.

### **2. Controlled evacuation**

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

## **General procedures:**

1. Remain calm.
2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door and should be at the student's eye level.

## **Evacuation procedures for IC:**

1. Responsible for organizing the School Emergency Response Team during an evacuation.
2. Coordinates and manages the overall evacuation of personnel from the building.
3. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
4. Relays evacuation information to first responders.

## **Evacuation procedures for Teachers:**

Evacuate the area immediately. Take your Safety Pole and ID card. All staff and students are to report to the evacuation site and deliver the appropriate attendance roll sheet to the request gate. The office staff must take the emergency cards, radios, and keys. All staff and students must be accounted for.

Teachers should check their buddy classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.

### Evacuation responsibilities and procedures for Teachers

1. The teacher will review with all student the fire, earthquake, lock-down – Team Response, Lock Down – No Team Response drill procedures during the first week of attendance at the school.
2. The teacher will review with all students the procedures and exit routes at least once each month.
3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.
4. The teacher will give the Drop, Cover, and Hold command during an earthquake, a surprise attack or when deemed necessary.
5. The teacher is responsible to see that all students are safely evacuated
6. The student files, the classroom waters, and sanitation materials (i.e.: bucket, kitty litter, toilet paper) will remain in the classroom. If such items are needed the Search Team or IC designee will retrieve the items. Accordingly, these items should be maintained in a visible area to assist with their collection during an emergency.
7. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.
8. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the SERT and their presence is required elsewhere, will turn over his/her students to a teacher on the Student Supervision Team for supervision before reporting to duty at their SERT location.
9. Procedures for moving to the evacuation area:
  - Students are to line up silently and in single file. No talking, running or pushing is allowed.
  - The teacher will take the safety pole.
  - The teacher will take the current grade book and any additional vital information.
  - The teacher will take the room keys.
  - The teacher will turn off the lights.

- The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.
  - The teacher will check the evacuation route to make sure it is safe. The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher. **DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.**
  - The teacher will be the last to leave the room, making sure all students have exited.
  - The teacher will check to make sure that other teachers and staff are not injured before evacuating the building in accordance with the Buddy System Check Assignments.
10. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.
  11. If there is an injured, immovable teacher, the students will evacuate with a Buddy Teacher. The Buddy Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.
  12. Upon arrival at the evacuation site:
    - All specials (library, art, pe, etc.) teachers will return students to their homeroom teacher.
    - The teacher will direct students to form a line and sit on the grass.
    - The students are to remain silent and attentive.
    - The teacher will take roll call of the students, using the Emergency Attendance Form, to ensure every member of the class is present or accounted for.
    - The teacher will report the results of the Emergency Attendance Roll by sending a runner to the request gate. The Emergency Attendance Roll will be collected by members of the Counseling Team.
    - The teacher will render first aid if necessary or if the school nurse or First Aid Team is not available.
    - Students on the playground should proceed to their previously designated area and assume regular emergency procedure discipline.
    - During a fire drill, the teacher will remain with the class.
  13. The teacher will assist others as directed by the IC.
  14. An All Clear signal will be given to return to your classrooms.
  15. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

# Evacuation of Disabled Students

## General Procedures

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in prearranged area (physical disability)
4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised.

## Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member
- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
- Inform the classroom teacher of each student or staff member of the evacuation plan
- Inform students and parents of the evacuation plan

## **Evacuation of Wheelchair-Confined Individuals**

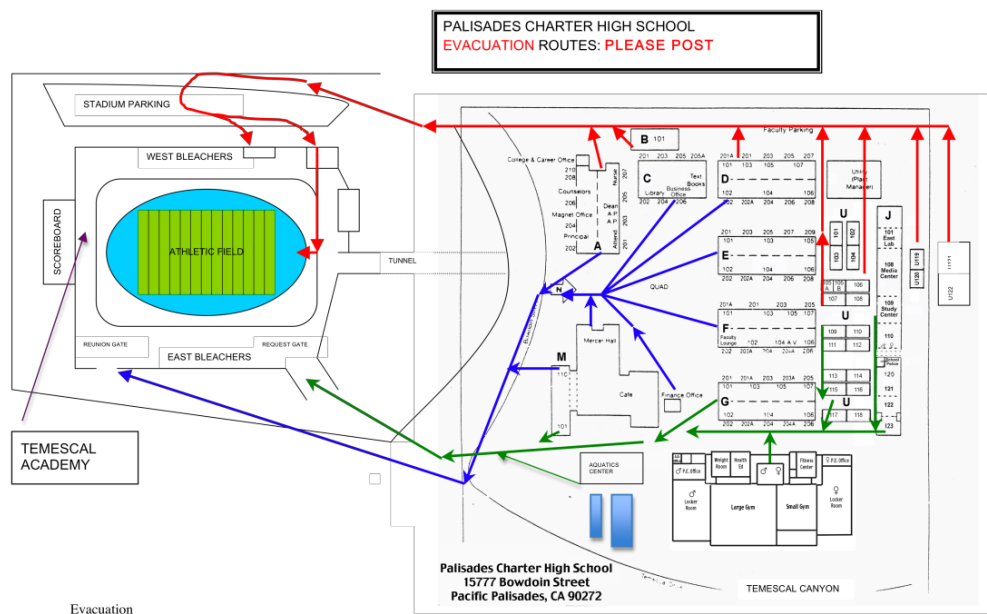
To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
3. If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.
4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:
  - Chair carry
  - Fore-and-aft carry
  - Two-handed and four-handed seats.
  - Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.



# Evacuation Routes for Disabled Students and Staff

## END ROUTE TO FLAG POLE (where blue arrows converge)



- 1.) Evacuating the second floor
  - \* DRILLS ONLY (staff judgement is required - if it is a known drill, have these students stay on the second floor and they can be tagged by the Search & Rescue team)
- 2.) Evacuating the second floor REAL EVENT
  - \* wheelchairs - do not take the elevator. Adult staff may need to carry student down the stairs. Judgement will need to be employed and some students will require a two man lift/carry.
  - \* crutches will need to be assisted down the stairs (take it slow and be the last ones down the stairs to prevent bumping)
  - \* visually impaired/handicapped students will need assistance/buddy
- 3.) Send the following students to the FLAG POLE during Disasters, Fires or Building evacuations for any purpose (applies to drills and real events)
  - \* wheelchairs
  - \* crutches
  - \* leg/ankle casts or braces (student may elect to stay with teacher if amputation is not a problem for them)
  - \* health conditions that require protection from the sun (i.e. Lupus)
  - \* visually impaired/handicapped
  - \* the whole SDC
  - \* other unique situations that the teacher may be aware of and have major concern for the students health (not behavior issues)

## Evacuation Resources

### **Tumbleweed Transportation**

1024 Hanley Ave, Los Angeles, CA 90049

[http://www.twforever.com/...](http://www.twforever.com/)

**(310) 444-3232**

Section 8  
Emergency Response Supplies

# Emergency Response Supplies

## CLASSROOM EMERGENCY

First Aid Kit, small (minor cuts and wounds) 345-32-48300  
3 pressure dressings (severe wounds) 475-09-69480  
2 Flashlights, "D" cell batteries 450-32-11380  
3 Water, boxes or pouches (i.e., Aquablox)  
1 Hard hat, OSHA approved 5 colors: 345-56-39420,22,25,30,35  
1 Pair of gloves, leather palms 895-72-410000  
1 Whistle 680-62-90200  
1 Class Roster  
1 Waterproof pen  
1 Clipboard (including paper)  
1 AM Radio (portable) 725-55-00950  
1 Scissor  
1 Tweezers

Identification (1 per student)

## TOILET FACILITIES AND SUPPLIES

Toilet, "privacy" room, plastic Tarp and poles  
Five gallon cans (plastic) 450-87-23490 or try and salvage the floor wax containers  
Emergency toilet lid 345-32-48352  
Bags/ties, plastic 665-24-52150  
Disinfectants 485-42-12010  
Chemical for portable toilet (such as kitty litter) 485-32-38150  
Chlorine bleach 505-25-38151  
Powdered chlorinated lime  
Toilet paper 640-75-56175  
Wipes, wet  
Germicidal hand cleaner 435-70-38040  
Sanitary Napkins 485-82-47140  
Cleaning cloth 850-92-30130  
Plastic Gloves (med) 475-41-47079  
Disinfectant Cleaner 485-42-13000  
Deodorizer 485-42-14150  
Facial tissues 640-50-77100

## SUPPLIES DISTRICT SUPPLY CATALOG

### COMMODITY CODE

### BASIC SEARCH AND RESCUE (SAR Tools)

Supplies per 2-4 member team  
Adjustable pliers (10") 445-52-54115  
Lineman pliers (8") 445-52-35140  
Pliers (6") 445-52-48158  
Folding hacksaw (mini)  
Bolt cutters (18")  
Hammer (3 lbs.)  
Duct Tape ("Do Not Enter") 832-24-09077  
Plastic Bags (6) 665-24-52120  
Folding shovel  
Anglehead flashlight  
Phillips Screwdriver (4") 445-64-61180  
Screwdriver (6") 445-64-65257  
Hatchet  
Utility Knife 445-42-48214  
Duffle Bag

Stretcher  
BASIC SEARCH AND RESCUE  
(SAR Supplies)  
(Supplies per team member)  
Hat, hard, OSHA approved – 5 colors 345-56-39420,22,25,30,35  
Vest, SAR printed on back  
Gloves, leather palms 895-72-41000  
Flashlight 450-32-11380  
Dusk mask 345-72-51110  
Safety goggles 345-64-60050  
First-aid kit (small) 345-32-48300  
Whistle 680-62-90200  
Triage tag (6) 966-12-26135  
Pouches/boxes, water (3) (i.e., Aquablox)  
Extra Batteries 450-06-11040  
Duct Tape 832-24-09077  
Rope 450-24-53051

SUPPLIES DISTRICT SUPPLY CATALOG  
COMMODITY CODE

ADDITIONAL SUPPORT SUPPLIES AND EQUIPMENT

Plastic tarps, 12 x 100 for ground cover/shelter 665-78-70120  
Solar blankets (Mylar) 345-30-25575  
Camping lanterns  
Flashlight batteries (“D”) 450-06-11040  
Storage container (s), various sizes (outside supply storage)  
Gas generator  
Luminous tape (glows in the dark), signs and arrows  
Emergency lights, for use during and after earthquake  
First-aid kit, emergency, large plastic tub (3 days / 100 injured) 345-32-48275  
Plastic bags (various sizes)  
can be used as rain gear, storage or body bags  
665-24-52804  
Nylon rope, (50 & 100)  
Yellow Barrier Type Tape, Plastic (“Do Not Enter”) 832-20-80911  
Measuring spoons ½ and 1 tsp (water purification) 240-91-56065  
Emergency First Aid Kit  
Cart with wheels 560-69-00100  
Storage crates 100-06-59522  
Shovel – pound point 445-61-74810  
Shovel – square point 445-61-77160  
Pick 445-03-42150  
Portable PA 803-60-00125  
Air Horn 345-73-13064  
Also Consider: Board games, cards, etc., to keep kids busy

First Aid Kits are available through the District Warehouse (Commodity Code 345-32-48275, “First Aid & Emergency Supplies” section). Sites should have one kit per 400 enrollments. It contains sufficient supplies for 100 injured for three days.

The following items in this kit need to be replaced on a regular basis:

144 ea Antibiotic ointment, contains bacitracin, polymyxin and neomycin, 1/32 oz foil packet (boxed)

200 ea Antacid /nausea/diarrhea tablets (Pepto-Bismol), chewable individually sealed or 2/packet (boxed)

2 bx Alcohol wipes, individual foil packets (50/box)  
Aspirin tablets, 5 gr., 2/packet (boxed)  
1 btl Eye wash, isotonic, ophthalmic irrigating solution, sterile, plastic bottle (4 oz)  
3 ea Petroleum jelly, white (1 oz tube)  
50 ea Water purification tablets (germicidal)

All of the above items can be ordered in one package:

First Aid Kit Replacement Supplies 245-32-48280

This will allow you to replace all expired items at once.

#### EARTHQUAKE SUPPLIES VENDOR LIST

The Office of Emergency Services compiled this sample vendor's list. To ensure the best quality and price for your needs, request brochures and a price list. It is recommended that price comparison, availability and product quality is considered before making purchases. Wherever possible, local vendors have been included.

#### **VENDOR WEBSITE PHONE NO**

Family/Employee Preparedness Training and Handbooks

American Red Cross – Emergency Services (213) 739-5211

Emergency Preparedness Society (EPS) Santa Fe Springs (800) 628-9111

Lafferty and Associates Earthquake Preparedness (818) 952-1268

Earthquake Preparedness Supplies

Earthquake Preparedness Products, Santa Ana (714) 542-3200

Earthquake Management (800) 925-9744

Survival Industries [www.suvivorind.com](http://www.suvivorind.com) (805) 484-6977

SOS Survival Products [www.sosurvivalproducts.com](http://www.sosurvivalproducts.com) (800) 479-7998

Sherman Safety Co. (800) 913-3342

Quake-Kare, Thousands Oaks [www.quakekare.com](http://www.quakekare.com) (800) 277-3727

Emergency Food Supplies

Ready Reserve Foods [www.readyreservefoods.com](http://www.readyreservefoods.com) (800) 453-2202

Simpler Life Emergency Provisions [www.simplerlife.com](http://www.simplerlife.com) (800) 266-7737

Quake-Kare, Thousands Oaks [www.quakekare.com](http://www.quakekare.com) (800) 277-3727

Specialty Products

Quake-Kare, Thousands Oaks [www.quakekare.com](http://www.quakekare.com) (800) 277-3727

LAUSD Supplies & Equipment Catalog

(Storage Warehouse)

(562) 654-9005

Fastening Solutions, Inc. [www.fasteningsolutions.com](http://www.fasteningsolutions.com) (818) 996-1977

Segull Security Systems, Sherman Oaks [www.seagullsecurity.com](http://www.seagullsecurity.com) (818) 991-1020

American Innotek (Restroom Kits) (760) 741-6600

Q-Safety (Fasteners) (626) 305-0881

Fund Raising/Employee Discount Program

Farsight International, Oxnard [www.1stfarsight.com](http://www.1stfarsight.com) (800) 735-0284

Quake-Kare, Thousand Oaks [www.quakekare.com](http://www.quakekare.com) (800) 277-3727

SOS Survival Products [www.sosurvivalproducts.com](http://www.sosurvivalproducts.com) (800) 479-7998

Medical

Zee Medical Services, Santa Monica [www.zeemedical.com](http://www.zeemedical.com) (888) 225-5933

Masune First Aid [www.masune.com](http://www.masune.com) (800) 831-0894

For additional information, contact the Office of Emergency Services (213) 241-3889, Procurement Services Group (562) 654-9007 or The Office of Environmental Health and Safety (213) 241-3199.

## Emergency Response Supplies

### 1. Emergency Response Kit

This kit should be kept in the Primary and Secondary Command Posts, in a location that is known to the members of the School Emergency Response Team. Contents of the kit should be kept in a heavy duty backpack, or other container that holds all of the contents.

#### The Emergency Response Kits Should Contain:

Quantity	Contents	Quantity	Contents
1	Copy of the School Emergency Operations Plan	1	Instant Ice Pack
1	Updated class lists and emergency contact information	1	CPR Mouth barrier (kit)
12	Antiseptic Towelettes	2	Tongue Depressors (individually wrapped)
1 pair	Leather Pal Gloves	2	Sanitary Pads
2 pair	Latex Gloves	2	5x9 ABD Pad
1	1 ½" Masking Tape	2	2-inch sterile roller bandages
1	Flashlight w/ Batteries	2	3-inch sterile roller bandages
1	Rope (100')		Assorted sizes of safety pins
1	Safety Goggles	2	Antiseptic A&E cream
1	Dust Mask	1	Tweezers
1	First Aid Guide	1	Whistle
1	EMT Scissors 7 ½"	6	Safety vest
2	4x4 Gauze Dressing 2/s	2	Infectious waste bags & ties or large zip lock baggies
1	Light stick (12 hr)	1	FM Radio w/ Batteries
1	2" Duct tape	1 roll	Caution tape
1	½ x 10 yard Adhesive Tape	1	Pliers
1	Gauze forceps, Plastic	1 packet	Stick on name tags
10	Band Aids	1	Blank notebook
1	Emergency Blanket (Mylar)	1	Disposable camera with flash
2	Triangular Bandages	1	Bull horn
5	Cotton Q Tips	1	

**2. Emergency Items for Classrooms**

**a). Emergency Sleeves on the Safety Pole should contain:**

<b>Quantity</b>	<b>Contents</b>	<b>Quantity</b>	<b>Contents</b>
1	Pen	1	Pencil
1	School Emergency Operations Plan		
6-7	Class rosters with emergency contact numbers. <b><i>Update Monthly.</i></b>		

**b). Classroom Buckets should contain:**

<b>Quantity</b>	<b>Contents</b>	<b>Quantity</b>	<b>Contents</b>
1	Bucket	1 pkg	Kitty Litter
1 roll	Toilet Paper	2	Trash Bags
1 case	Water	4 doz	Granola bars



### 3. Emergency Supplies for barrels or containers

<b>Item</b>	<b>Quantity</b>	<b>Description/Usage</b>
Air Horn	1	Signaling "all clear", getting attention, may give to S&R
Ax	1	
Band-Aids	25	Bandaging smaller wounds, placebo
Barrel Container with wheels	1	
Barrier Tape	1 roll	
Blankets (emergency)	3	Warmth, privacy
Blankets (solar)	5	
Bolt cutter	1	
Bottled Iodine	1	Cleansing wounds, antiseptic
Bucket (vinyl)	1	
Can Opener (two-way)	1	
Candles	10	
Chisel	1	
Clamps	12	Holding
Clorox Bottle	1	Sterilization in water
Crow Bar	2	S&R equipment, open doors and/or windows, remove debris from area around injured person
Drinking Cups	1 box	Dispersing liquids, covering injured eye
Drinking Straws	1 box	
Dust Mask	12	
Duct Tape	1 roll	
Eye Wash	1 bottle	
Face Mask	12	Sterilization
First Aid Book	1	Reference source
Flashlight	4	
Flashlight Bulb	4	Replacement
Gauze Packs	1	Bandaging wounds, attaching splints, holding in place
Gloves	12	
Grease Marker	4	
Item	Quantity	Description/Usage
Hacksaw	1	

### 3. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
Halogen Lantern	1	S&R, general night lighting/back up
Hammer	1	
Hard Hat	4	Protection for S&R team members
Hydraulic Jack (6-ton)	1	
Light stick	8	12-hour
Matches (weather proof)	1 box	Sterilize, light candles
Paintbrush	1	Removing glass fragments from skin surface
Plastic Trash Bags	1 box	Place in toilet bowls, then remove and bury; general trash containment; "coats" for smaller children, place on ground as tarp
Plier Set	1	
Rope	2	Closing off pedestrian entrances to campus, cordon off specific areas, S&R, bracing
Safety Goggles	4	Eye Protection
Safety Pins	1 box	Use with splints
Safety Vest	4	
Sanitary Napkins	1 box	Bandaging wounds, compresses for direct pressure of smaller wounds, hygiene
Saw (30")	1	
Scissors	2	Cutting tape and gauze, cutting clothes away from injured areas
Screwdriver Set	1	
Sewing Kit	1	Mending, Triage
Shovel	1	S&R equipment, digging latrines, burying garbage and sanitary refuge area
Sling Cloth	2	Holding in place
Splints	6	Splinting broken bones
Table Cloth	2	Privacy, concealment
Tarp	1	
Toilet Paper	1 case	Hygiene

### 3. Emergency Supplies for barrels or containers (continued)

<b>Item</b>	<b>Quantity</b>	<b>Description/Usage</b>
Toilet Seat	2	Latrine
Tongue Depressors	1 box (individually wrapped)	Finger splints, tourniquet stick
Tool bag	1	
Tool set	1	
Trash Can	1	Transportation of items
Tweezer	1	Removing glass, metal or wood splinters from skin
Utility Knife	1	
Water	3 day supply	
Whistle	4	
Wrench (pip)	1	
Wrench (adjustable)	1	

#### 4. First Aid Team Supplies

Emergency First Aid Supplies are located: \_\_\_\_\_

Quantity	Contents	Quantity	Contents
100	Adhesive Bandage 3/4x3"	4	Telfa pads 3x42
20	Adhesive Bandage sensitive 3/4x3s	20	Alcohol pads
5	Knuckle bandage	75	Antiseptic Towels
5	Band Aids large 2x3	3	4" Gauze roll
6	4x4 Gauze Pads 2/s	3	3" Elastic roll
10	2x2 Gauze Pads 2/s	3	Surgical tape
4	2" Gauze roll	8	First Aid Ointment 1/32
3	3" Gauze roll	4	5x9 Combine pad
3	Toothette	100 pair	Latex Gloves
6	Pk Face Tissue	5	Ammonia inhalant
1	Plastic Forceps	6	Safety pins
1	Plastic Splinter Tweezers	4	Infectious waste bag
1	EMT scissors	6	Eye pads
6	Eye wash	2	18" Arm splints
4	Cotton tip applicators 6"	5	Protector, Gauze pad & roll
6	Cotton tip applicators 3"	10	Tongue Depressor
3	Ice Pack	3	CPR mask kit
4	13" Arm splints	2	Emergency blankets
1	Carton cutter	1	Flashlight w/Batteries (D)
7	Antiseptic A&E Cream	1	Safety Vest
1	First Aid instructions	1	Dust Mask
2	Triangular Bandage	1	Isolation kit
4	Sanitary pads	1	Case
1	Wheelchair	1	Stretcher
1	Portable ice chest	1	Hand sanitizer
1 bar	Soap	1	Red Bag (body fluids)
100	Student Release Forms	100	Employee Injury/Illness Forms
100	Medical Release Forms	100	Triage Tags
1	Confidential list of student health problems, with extra copies for use as needed by First Aid Team.		
1	Student medications and documentation log		

## Food and Water Management

Meals will be prepared in a disaster situation from the food service inventory for food on premises: items such as cheese, peanut butter, canned fruits and vegetables, and any frozen products, if cooking is possible.

It is suggested that two gallons of distilled water be placed in each classroom along with paper cups. This would allow two cups of water per student in a 12-hour period. Four gallons more per classroom should be centrally stored for two more days drinking and cooking necessity.

### Suggested Items:

- Water purifier (1 case) tablets
- Charcoal – 200 pounds
- Matches – 1 small case
- Paper plates – approximately 3000 per day for estimated 1000 students
- Napkins – approximately 3000 per day for estimated 1000 students
- Crackers – 12 cases (500 each)

## Water Management

1. Provide an adequate supply of drinking water;
2. Control and, if necessary, limit use of water for other purposes;
3. Maintain purity of available water; and
4. Locate alternate water source.

*Water for drinking is your first priority.*

Because of the danger of dehydration, priority must be given to using available water for drinking purposes. If the water supply is limited, it should not be used for personal hygiene, sanitation, or fire fighting.

So far as undrinkable water is concerned, priority should be given to using it for fire-fighting, sanitation (e.g., flushing toilets), washing, bathing, and heating food containers, in that order.

### **Human water requirements.**

Each person or animal needs about 1 gallon of water per day to maintain body functions. Pregnant women, persons doing physical work, diabetics, the very young or very old, and ill persons all require more water and should be encouraged to drink it.

### **Dehydration is easy and quick in the young and old.**

Physical damage to the body becomes irreversible after a certain amount of time without water; increasing water intake after this will not help people recover. Symptoms of water deprivation range from the mild – impatience, emotional instability, fatigue, and apathy through headache, labored breathing and increasing weakness – to the extreme symptoms of mental confusion and hallucination. Death can follow.

### **Inadequate ventilation will raise water requirements.**

Water requirements are another reason to be concerned with air temperature in your facility. The warmer the temperature, the more people must perspire (and thus lose water) to reduce body heat. If your facility's temperature rises to about 82 degrees F., the water needed by each person increases above normal body requirements.

### **Diet and exercise affect water requirements.**

Salty or other thirst-provoking foods raise water requirements. Foods high in protein and fat greatly increase the amount of drinking water required to eliminate waste from the body. Vigorous physical exercise increases water requirements.

### **Controlling Water Use**

The IC will have to determine which outlets to cut off or place under guard (in cooperation with SERT members) so as to prevent or limit non-priority water use. It may be necessary to have team members monitor use of water that is not safe for drinking so that such use is properly restricted.

### **How to Purify Contaminated Water.**

The three most probable impurities of water which are not from the regular supply system are: bacteria, foreign bodies, and toxics, such as antirust chemicals.

**To purify against bacteria.**

Use water purification tablets, several drops of chlorine household bleach, or tincture of iodine added to each quart of water; or boil water for at least one minute.

**To purify against foreign bodies.**

Filter water through filter paper, gauze, Fiberglass, or finely woven fabric; or allow water to stand until sediment settles and then pour off "clean" water.

**How to improve the taste of stored water.**

Drinkable water that has been stored in a closed system or closed container for any length of time may taste bad and appear undrinkable to many people. Exposing it to fresh air will improve its taste; carefully pour it from one container into another several times.

## Food and Meal Management

The following are the four traditional food groups:

- 1). **Milk Group:** evaporated, condensed, or dried milk. Processed cheese products if consumed immediately or refrigerated.
- 2). **Meat Group:** canned meats, poultry, fish and meat alternatives; canned meat with vegetables, rice, noodles, macaroni, or beans; condensed soups containing meat, poultry, fish, or legumes.
- 3). **Fruit and Vegetable Group:** canned fruits, vegetables, juices, and dried fruits.
- 4). **Cereal and Bread Group:** ready-to-eat packaged cereals, crackers, cookies, canned breads and macaroni, spaghetti, noodles, and rice.

Food service personnel should be able to provide information regarding menu planning, food preparation, and serving procedures. In addition, information from the Red Cross, civil defense, scouting organizations, and experienced military food service personnel is available pertaining to food service operational activities in an emergency situation.

### **Schedule meals on a regular basis.**

Serve meals on a regular basis, even if your food supply is limited. If your building has a feeding capacity, serve food five or six times throughout the day, either:

1. In the form of three larger servings at hours corresponding to normal mealtimes, with two or three smaller amounts between meals as refreshing, relaxing "coffee breaks" or
2. Five or six equal servings.

Serving smaller portions of food more often breaks the monotonous routine, raises morale by providing relaxing "coffee breaks" throughout the day, and reduces feelings of hunger if food supplies become limited. In larger facilities, you may need to feed the population in shifts.



**What to serve.**

If food is available, or if arrangements can be made for delivery, try to serve a beverage and simple snack to your incoming disaster service group as soon as the building is filled and order has been established (the beverage can be coffee, cocoa, milk, or soft drinks; the simple snack can be cookies, crackers, light sandwiches, hard candies, or other easy-to-serve items). If the food service personnel are not set up to serve hot meals in an extended feeding operation, use packaged, canned, and fresh foods that can be served without cooking, such as canned stews, hash, meats, beans, soups, vegetables, fruits, cereals, cheese, bread, crackers, other cold foods, and sandwiches.

Section 9

## Emergency Contact Information and Communications

## Communication Tools

Public Address System?       Yes       No

If yes, list any 'dead' communication areas: Mercer Hall

List procedures for contacting all 'dead' communication areas:  
Campus Security and Search and Rescue Teams

Radio  
Quantity: 30

Automatic Phone Tree?       Yes       No

If not, attach the manual phone tree for contacting parents and guardians.

Other communication Tools: ConnectEd

Cell Phones	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Nextel two-way calling	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Bull horn	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other: PA	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other: _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other: _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

## Emergency Telephone Numbers

# EMERGENCIES – 9-911

(If possible, call from a stationary phone. Calls from a cellular phone will go directly to the Highway Patrol first and may take longer for a response)

## Police and Fire Departments

LA School Police.....	213.505.8501
Los Angeles Police Department .....	310.444.0714
Los Angeles County Sheriff's Department .....	310.444.0701
Fire Department.....	310.575.8569

### **When calling in a major emergency to the police department, state the following:**

1. Dispatcher will ask: "Do you have an emergency?" (when phone is answered). Tell the dispatcher "Yes".
2. I am calling from (Name of School/Site) Note: Address and phone number will come up on the computer screen if it is a 911 call. Just give the name of the school.
3. My name is: (state your name)
4. I am: (state your position)
5. I am reporting: (Describe the emergency – be specific): Be prepared to give the following:
  - a. What's happening?
  - b. Suspect, locations, Room # and brief description of where it is, i.e.: north, south, east, west portion of the campus or building)
  - c. Suspect descriptions: i.e., hair, clothing, ethnicity, height, weight
  - d. Weapons and type
  - e. Injuries
6. If you are not at risk, then stay on the line until police have arrived at your location.
7. If there are any questions, the Dispatcher will ask as needed. Be prepared to provide updated information on the status of the event and/or injuries.

## NON-EMERGENCIES – 311\*

Department of Mental Health (Access Help Line).....	800-854-7771
Department of Public Works (Water Emergencies).....	800-342-5397
American Red Cross.....	310-445-9900
Telephone Repair.....	611
Electrical Company	
(customer service).....	DWP 800-DIAL-DWP(342-5397)
(Power outages).....	SAME AS ABOVE
(Life-threatening emergencies).....	SAME AS ABOVE
Poison Control Center.....	800-876-4766
Gas Company	
(customer service).....	SO. CAL GAS CO. 800-427-2200
(Natural Gas Emergency Number).....	SAME AS ABOVE
Los Angeles County Health Department.....	2-1-1
Bees.....	800-825-3400
Los Angeles Animal Shelter and Animal Issues (24-hours).....	888-452-7381
Fire Department.....	911 or 310-575-8569
Health Department.....	310-665-8450
Child Abuse Hotline.....	800-540-4000
CalTrans/Road Conditions.....	800-427-7623
<b>Hospital(s)</b> .....	
Cedars-Sinai Health Center.....	310-423-3277
St. John’s Health Center.....	310-829-5511
Santa Monica UCLA Medical Center.....	310-825-9111
L.A. County General Hospital.....	323-226-2622

## Emergency Telephone Numbers (continued)

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### **Radio Stations**

Emergency Broadcasts can be received via the Emergency Alert System (ES).

List primary radio stations (FM/AM):

#### **CNN**

#### **KTLA**

**KMPC** (310) 452-7100  
2800 28th St Ste 308 ·  
Santa Monica

### **Other Frequencies**

NOAA Weather – 24 hours..... (162.550)

National Emergency Channel .....

General Mobile Radio Service (emergency) ..... (95.179)

### **Other Important Numbers**

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\*311 is a toll-free phone number to request police services in non-emergency situations. These are situation that are not serious, not life threatening, or not currently in progress.

## Emergency Contact Information

### MAIN OFFICE

PHONE: 310 230-6623 FAX: 310 454-6076

#### **Administration:**

#### **Telephone**

<b>Dr. Pamela Magee.....Executive Director and Principal.....</b>	<b>310 230-6649</b>
Kimberly Theard.....Director of .....	310 230-6637
Academic Planning & Guidance Services	
Ms. Monica Iannessa .....Director of Admissions, Attendance .....	310 230-7277
& Student Welfare	
Mr. Russel Howard.....Director of Student Activities, Athletics, .....	310 230-6632
& Discipline	
Mr. Greg Wood.....Chief Business Officer.....	310 459-0310
Ms. Julia O'Grady.....Parent Liaison.....	310 230-6647
Mr. John Aiken.....Athletic Director.....	310 230-6654
Mrs. J. Avant Eustice.....Human Resources Director.....	310 230-6623 x5005
Mrs. Helen Kunkel.....College Counselor.....	310 230-6643
Ms. Mary Bush.....Director Student Support Services.....	310 230-7240
Mr. Simon Santana .....Work Experience, Career Advisor,.....	310 230-6662
& ROP Coordinator	
Mr. Chris Forrest.....Dean of Students.....	310 230-7251
Mr. Kelly Loftus.....Dean of Students.....	310 230-7243
Ms. Bella McGowan .....School Psychologist.....	310 230-6665
Ms. Colleen Egan.....Nurse.....	310 230-7219
Mrs. Andrea King .....Librarian.....	310 230-7222
Mr. James Paleno.....Facilities Permits.....	310 230-7247
Mr. Andrew Cervantes.....Aquatics Director.....	310 230-7254

#### **Magnet Office:**

Ms. Susan Darvish .....Clerk .....	310 230-6633
Ms. L. Ello-Kay .....Counselor .....	310 230-6677

#### **Temescal Academy:**

Mr. Tom Seyler.....Coordinator.....	310 230-6634
Ms. Ann Powell.....Clerk.....	310 230-6671

#### **Counseling Office:**

Ms. Sophia Chock .....ISIS Computer/HR Coordinator.....	310 230-6635
Mrs. Judi Firth.....Credit Clerk .....	310 230-6639

#### **Counselors:**

Ms. Jill Barker .....Charter – A thru Com.....	310 230-6653
Ms. Adelina Aleman.....Charter – Con thru Gra.....	310 230-6652
Ms. Nicole Neuble.....Charter – Gre thru Les .....	310 230-6636
Ms. Elva Monreal.....Charter – Lev thru Pal.....	310 230-6646
Ms. Heather DeWeese .....Charter – Pan thru Sik .....	310 230-6648
Ms. Jennifer Peeks .....Charter – Sil thru Z.....	310 230-7252

<i>Last Name</i>	<i>First Name</i>	<i>Ext.</i>	<i>Last Name</i>	<i>First Name</i>	<i>Ext.</i>
Ackerman	Susan	5048	Klima	Steve	5136
Aguirre	Randy	5134	Korbonski	Holly	5031
Aldrich	Barbara	5116	Kung	Kevin	5087
Anaya	Vejas	*7229	Kuper	Patricia	5110
Andersen	Patrick	5107	Larew	Emilie	7245
Anderson-Dam	Marike	5093	Laterzo	Chris	5103
Benke	Julie	5083	Lee	Chris	5125
Berger	Stephen	5041	Liss	Dana	5051
Buckman	James	5721	Lissauer	John	5094
Burgess	Linda	5105	Marsden	Raymond	6678
Burr	Steven	5100	Martin	Sandra	5047
Buse	John	5118	Mendez(Tingley)	Elizabeth	5017
Cappelli	Mary	5032	Mills	Ruth	5045
Castro	Aaronn	5089	Mittelbach	Paul	5019
Castro	Olivia	5043	Nance	Maggie	7278
Cervantes	Myrna	5046	Newbill	Karen	6679
Chew	Stephanie	5063	Ngo	Minh Ha	5061
Christopher	Tami	5101	Onoye	Cheryl	5053
Clarke	Audree	5090	Oryshchyn	Marta	5059*
Cohen	Ronnie	5024	Paleno	James	5131
Crompton	Sarah	5078	Passan	Sean	5088
DeVine	Tylene	5038	Patterson	Richard	5072
Dorff	Victor	5066	Pereyra	Angelica	5115
Elson	Josh	5123	Perez Del Amo	Patricia	5044
Engelmann	Steve	5080	Perkins	Karen	5084
Estrada	Jennifer		Pichlbauer	Eva	5039
Feltham	Kerry	6668	Porter	Amanda	5121
Ferrer	Elizabeth	5037	Ramzi	Shirin	5028
Fraley	Celeste	5075	Ransom	Valerie	5064
Friedman	Michael	5060	Rauschuber	John	5095
Gilbert	Rose	5025	Redclay	Mary	5033
Giribaldi	Maria	5042	Rivin	Cheryl	5054
Gorelik	Blaine	5058	Rosenthal	Sarah	5016
Gunn-Kertsman	Raisa	5062	Saghafi	Roya	5077
Hagan	Wendy	5129	Saiza	Jeanne	5076
Harbour	Pamela	5135	Santana	Simon	6662
Hataishi	Dina	5137	Saxon	Lisa	5065
Henderson	Terry	5122	Schalek	David	5082
Henderson	Tim	5030	Schlanger	Robert	5023
Hernandez	Arwen	5122	Shuhgalter	Alexander	5040
Hoey	Alana	5068	Simon	Nancy	5106
Jesson	Steve	5099	Simon	Richard	5111
Johnson	Peter	5021	Smith	Carole	5081
Jones	Perry	5015	Smith	Grant	*5102





# Crisis Communication Guidelines

## **Communication at the School Site**

A crisis that takes place at a school impacts the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively impact the school's public image with parents, teachers, school boards, and communities. Each School Emergency Response Team must be prepared to deal with the media on site and create press statements for release to the public.

### **Who Should Communicate?**

A member of the School Emergency Response Team will be appointed as the Public Information Officer (PIO). This person will assist the IC in the preparation of a news statement for release to the public. On site the PIO will meet with the press and arrange for their needs. If possible, there should be a pre-designated area where the media can work and/or hold news conferences. The PIO will also be responsible for recording duties, noting when notification of the School Emergency Response Team took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold. The PIO will ensure that the person who is answering the phones at the school has a prepared statement to read as well as a prepared notice for staff and parents.

See roles and responsibilities for Public Information Officer (Section 4).

### **What Should Be Communicated?**

Once verification of the crisis has taken place, a formal statement including minimal details, can be prepared for release to the entire school, indicating that more information will be forthcoming. The PIO, IC and the entire School Emergency Response Team should review this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement must be provided to staff members handling phone inquiries.

### **General Guidelines for Dealing with the Media**

1. Convey the message that immediate and appropriate actions are being taken to investigate and address the situation.
2. Information should be as up to date and complete as possible, focusing on the school's response to the situation and any changes in the school schedule for the following day.
3. The primary concern is for the safety and welfare of the students and staff.
4. The police or local authorities should address questions about the specifics of any crime.
5. Do not release the names of any students.

6. Do not be defensive or argumentative.
7. Do not confirm or deny statements from the media.
8. Do not give more information than is necessary.
9. Do not delay in responding to the media.

### **When Should Communication Happen?**

Communication with outside sources should occur once verification of the crisis has taken place and the School Emergency Management Team has been assembled and briefed.

### **Communications Equipment & Protocol for the school**

1. In the event of a crisis, all communications gear must be gathered and then redistributed to teams and/or personnel who will need to use it during an emergency.
2. Phone or radio communication, especially during the initial hours of a disaster, must be kept to essential message traffic only. During a wide-area emergency expect the land lines to be inoperable or overloaded. Cellular phone sites will probably be down or overloaded. It is probable that our own radios will be subject to heavy message traffic, jamming, and inaccurate or false messages.
3. Allowable message traffic will be at the discretion of the IC. Message traffic type and priority shall be as follows:
  - Type 1: Emergency medical or life or death situations
  - Type 2: Request for emergency services (not a life threatening situation)
  - Type 3: General medical or transportation needs.
  - Type 4: General message traffic

Communication mode priorities:

- a. Land lines
- b. Cellular Phones
- c. Amateur radio (if available)

While using any communication device, following these guidelines will make emergency communication more effective.

- a. Do not use any mode of communication unnecessarily
- b. Keep messages short and to the point
- c. Speak slowly and clearly. Keep your voice even – never yell.
- d. Remain calm
- e. Do not use 'CB' type jargon
- f. Before using a radio during a time of heavy traffic, say "is this frequency in use?," before transmitting a full message. If the frequency is in use, you will be told to "stand by". If the frequency is not being used, you will be told "go ahead with your traffic".
- g. Never transmit with a radio that has a broken or damaged antenna, you will destroy the radio.

When using any communications device, your speech can often become difficult to understand. Instead of continuously repeating something, the proper procedures are to spell is phonetically. Vital information should always be repeated phonetically.

#### *Emergency Alert System (EAS)*

Equipment at several area radio stations as part of its management of the Emergency Alert System, the partnership with local media in which emergency messages are broadcast over local media outlets.

## **Communications with Parents**

1. The Principal or Designee will make available to parents and discuss with the Site Council copies of the School Emergency Operations Plan.
2. As part of the emergency preparedness efforts, the Principal will send home an annual letter to parents providing the telephone numbers of the Police Department, and other emergency contact information, and the two radio stations where emergency information may be available.
3. If students are removed to an evacuation site or to the hospital notify the parents as soon as possible via the Student Release Team.
4. If students are removed from the school site, signs will be posted outside the school by the School Emergency Response Team giving a phone number to call for information.
5. The IC will direct the communications between the Student Release Team and First Aid Team when it is appropriate to begin parent notification of the evacuation of students.

## Section 10

# Incident Response Procedures

**Please Note:** *The five ICS functions are required at all NIMS/SEMS levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/SEMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/SEMS/ICS protocols must be activated when responding to any emergency.*

# Airborne Contaminants

## Background

The U.S. EPA's National Homeland Security Research Center (NHSRC) has conducted a comprehensive study that confirms the potential effectiveness of the U.S. Department of Homeland Security guidelines for safe havens to protect against a hazardous airborne release in the event of a terrorist attack or accident.

They include:

- Locking doors, closing windows, and shutting air vents
- Turning off fans, air conditioning, and forced air heating systems
- Going into an interior room with the fewest windows
- Sealing all windows, doors, and air vents with plastic sheeting and duct tape

Sheltering in place can be 500 times safer than staying outside under the following conditions:

- You enter the shelter before the arrival of the contaminant,
- You exit the shelter as soon as the contaminant passes over,
- The contaminant passes over quickly.

It is recommended to allow at least 10 square feet of floor space for each occupant in the sealed room. Occupants should maintain a low level of activity so breathing rates remain low. If the room is very well sealed following the DHS guidance, you can safely stay inside for approximately three hours. Persons with existing respiratory problems may have a shorter time.

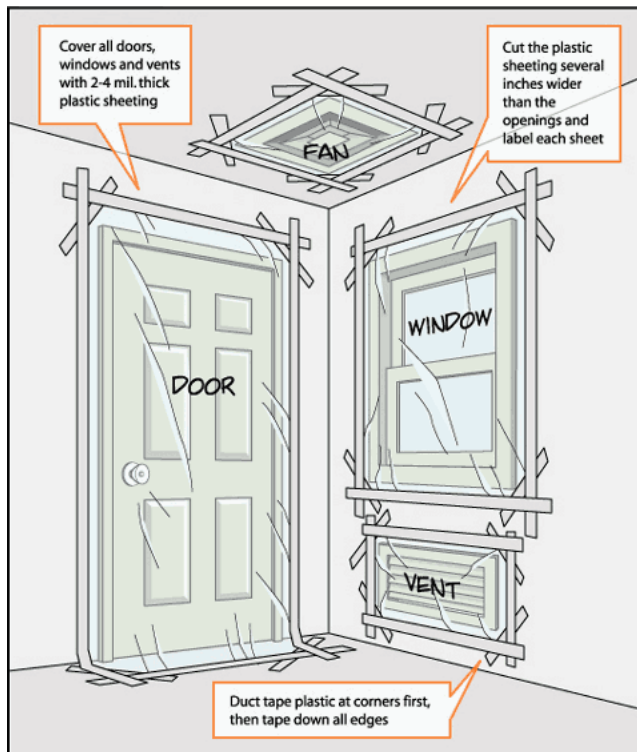
Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

## **General Procedures**

1. Notify Main Office/Administration
2. Turn off all fans, close the windows and doors, shut down the building's air handling system.

## IC Responsibilities

1. Immediately direct staff to remove students to shelter in place. Utilize classrooms, offices, and other rooms within the school with the fewest number of windows (if possible).
2. Instruct staff to lock all doors, close windows and air vents.
3. Direct School Emergency Response Team members (search & rescue, police/fire/medical coordinator) to turn off fans, air conditioning, and forced heating systems.
4. Take emergency supplies kits unless you have reason to believe it has been contaminated.
5. Instruct all staff members to seal all windows, doors, and air vents with plastic sheeting and duct tape. Consider measuring and cutting the sheeting in advance to save time.





6. Be prepared to improvise and use what you have on hand to seal gaps so that you create a barrier between yourself and any contamination.
7. Local authorities may not immediately be able to provide information on what is happening and what you should do. However, you should watch TV, listen to the radio or check the Internet often for official news and instructions as they become available.
8. Call 911.
9. Contact School Police (213) 505-8501

## Animal Disturbance

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

### General Procedures

1. Notify office and administration.
2. Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)

### IC Responsibilities

1. Call 911 and/or Animal Control
2. 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.

### Rabies

Rabies is a serious disease that is caused by a virus. Each year, it kills more than 50,000 people and millions of animals around the world. Rabies is a big problem in Asia, Africa, and Central and South America. In the United States, rabies has been reported in every state except Hawaii. Any mammal can get rabies. Raccoons, skunks, foxes, bats, dogs, and cats can get rabies. Cattle and humans can also get rabies. Rabies is caused by a virus. An animal gets rabies from saliva, usually from a bite of an animal that has the disease. You cannot get rabies from blood.

### Rabies in Animals

Animals with rabies may act differently than healthy animals. Wild animals may move slowly or act tame. Also, some wild animals, like foxes, raccoons, and skunks, that normally avoid porcupines, may receive a face full of quills if they become rabid and try to bite these prickly rodents. A pet that is usually friendly may snap at you and try to bite.

There are two common types of rabies. The first type is called "furious" rabies. Animals with this type are hostile, may bite at objects, and have an increase in saliva. In the movies and books, rabid animals foam at the mouth. In real life, rabid animals look like they have foam in their mouth because they have more saliva.

The second and more common form is known as paralytic or “dumb” rabies. An animal with “dumb” rabies is timid and shy. It often rejects food and has paralysis of the lower jaw and muscles.

Signs of rabies include:

- Changes in an animal’s behavior
- General sickness
- Problems swallowing
- An increase in drool or saliva
- Wild animals that appear abnormally tame or sick
- Animals that may bite at everything if excited
- Difficulty in moving or paralysis
- Death

Animals in the early stage of rabies may not have any signs, although they can still infect you if they bite you. The incubation period is the time from the animal bite to when signs appear. In rabies, it is usually 1-3 months. But it can last as long as several years. Once the virus reaches the brain or spinal cord signs of the disease appear.

### **Rabies in Humans**

In humans, signs and symptoms usually occur 30-90 days after the bite. Once people develop symptoms, they almost always die. This is why it is very important for children to tell an adult and go to the doctor right away if they have been bitten by an animal that might be rabid.

Early symptoms of rabies include fever, headache, sore throat, and feeling tired. As the virus gets to the brain, the person may act nervous, confused, and upset.

Other symptoms of rabies in humans include:

- Pain or tingling at the site of the bite
- Hallucinations
- Hydrophobia (“fear of water” due to spasms in the throat)
- Paralysis

As the disease advances, the person enters into a coma and dies.

# Armed Intruder/Hostage Situation/Shots Fired

## General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat.
3. Notify the Incident Commander (IC) of the situation
4. Call 911
  - Provide:
    - School Site name and location
    - Suspect description, direction of travel
    - Number of shots fired
    - Location on campus
    - Hostage situation: victims, etc.
  - Obey the Police.
  - Everyone may be treated as a suspect.
5. Obtain accurate information:
  - Where in the building is the event occurring?
  - How many are involved (both perpetrators and hostages)?
  - What demands, if any, have been made?
6. Render appropriate assistance.

## IC Responsibilities

1. Direct 911 to be called.
2. Declare a Lock-Down – NO RESPONSE.
3. Isolate the area.
  - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so)
7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. **Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.**

## **Teacher/Staff Responsibilities**

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Lock-Down – NO RESPONSE, follow established procedures.
  - a. Lock Doors  
Door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
  - b. Direct students to Duck, Cover and Hold On in the safest place possible.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

## Assault

### **General Procedures**

1. Ensure the safety of students and staff first.
2. Notify office and administration.
3. Call police if necessary.
4. Notify First Aid Coordinator and provide medical assistance when necessary.
5. Seal off area where assault took place.
6. Defuse situation, if possible.
7. IC notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.
8. IC notifies parents of students involved in assault.
9. Document all activities. Ask victim(s)/witness(es) for their account of incident.
10. Assess counseling needs of victim(s) and/or witness(es).

## Assault on Staff Member by Student

### **General Procedures**

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Take statements and interview witnesses to consider depositions if the situation warrants.
6. Inform the student's parents or guardian.
7. Assess the need for disciplinary action.
8. Prepare for media coverage.

## Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid 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 or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

## **Scenario 1: Substance Released Inside a Room or Building**

### **General Procedures**

1. Evacuate the building.
2. Notify Main Office/Administration
3. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

### **IC Responsibilities**

1. Signal for the building to be evacuated.
2. Call 911.
3. Contact the School Police (323.887.7916)
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.
5. Direct School Emergency Response Team members (search & rescue team) to 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. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist.
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

### **Teacher/Staff Responsibilities**

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

### **First Aid Team**

1. Direct or assist individuals who have come into direct contact with hazardous substances to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.



## **Scenario 2: Substance Released Outdoors and Localized**

### **General Procedures**

1. Notify Main Office/Administration
2. Turn off all fans in the area of the release; close the windows and doors; shut down the building's air handling system.

### **IC Responsibilities**

1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911.
3. Contact the School Police (323.887.7916)
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
5. Direct School Emergency Response Team members (search & rescue team) to 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. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.

### **Teacher/Staff Responsibilities**

1. Evacuate students away from the affected area, as directed by the IC.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

### **First Aid Team**

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes.
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).
4. Provide additional medical attention as needed.

### **Scenario 3: Substance Released in Surrounding Community**

#### **IC Responsibilities**

1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.
2. Direct all students and staff who are outside when the Lock-Down Team Response is declared to return to their classrooms or other designated space.
3. Call 911 and advise them of the school's response to the event.
4. Contact the School Police (323.887.7916)
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.
7. Turn on a radio or television station to monitor information concerning the incident.
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so.

#### **Teacher/Staff Responsibilities**

1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

## Background Information

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range from dissemination of aerosolized anthrax spores to food product contamination, and predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers, and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial and preparedness for terrorist-caused outbreaks and injuries is an essential component of the U.S. public health surveillance and response system. Terrorists might use combination of agents. CDC has developed a list of critical BT and CT agents.

### **Environment Where Exposure May Have Occurred**

Law enforcement and public health officials work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As a part of the investigation, environmental sample (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

### **Clean-Up of Contaminated Areas**

The U.S. Environmental Protection Agency with help from other federal agencies and departments, including the Center for Disease Control and Prevention (CDC) is responsible for environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies, will determine the best approach to the cleanup.

### **Biological Agents**

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the incubation period. Thus they present different challenges as there is no immediate impact: persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also

occur as announced events in which persons are warned that an exposure has occurred. BT agents include bacteria, viruses and toxins among others. Anthrax, Small Pox, Botulinum Toxin are some of the examples of BT agents.

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food or water suggestive of sabotage

### **Detection of BT-related Outbreaks**

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

### **Chemical Agents**

Chemical agents, like other substances, may exist as solids, liquids or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire, and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described which include nerve agent and cyanide among others. Biological effects such as eye or skin injury and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed

as solids, liquids or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

### **Radiation Accident**

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how radiation accident happens, three types of radiation-induced injury can occur:

1. External radiation: when all or part of the body is exposed to penetrating radiation from an external source;
2. Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing or other places where it is undesirable. Contamination means that radioactive materials in the form of gases, liquids or solids are released into the environment and contaminate people externally on skin, internally in lungs, gut or wound, or both; and
3. Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues, and organs.

These injuries can occur along with illness or physical injury and in such instances serious medical problems have a priority over concerns about radiation. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

# Bomb Threats

## General Procedures

1. Evacuation route should be posted in every classroom.
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press \*69 (call trace).
4. If school has caller ID, note the number from which call was made.
5. Notify Main Office/Building Administration.
6. If threat is written, place it in an envelope or plastic bag.
7. Prepare media statement and flyer to inform parents.

## IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary.
2. If threat is deemed valid:
  - Call 911 – advise building is being evacuated because of a bomb threat.
  - Activate SERT.
  - Turn off school bell system.
  - Don't use PA system.
  - Turn off all two-way radios.

***NOTE:* Do not utilize the fire alarm system to evacuate the building.**

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

## **Teacher/Staff Responsibilities**

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.
2. Proceed to pre-designated evacuation point with class roll book.
3. Maintain control of students and advise SERT of any missing children.
4. Do not reenter the building until directed to do so by an SERT member or someone in authority.

## **Device Found**

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. **UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

## **IC Responsibilities**

1. Upon notification of a device found:
  - Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
  - Activate the SERT.
  - Turn off the school bell system.
  - Turn off all two-way radios.
  - **Do not use the fire alarm system to evacuate the building.**
2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
  - Classroom in which the device is located.
  - Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation.
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

## **Teacher/Staff Responsibilities**

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book.
2. Maintain control of students and advise SERT of any missing or unaccounted for students.
3. Do not enter the school until directed to do so by an SERT or police/fire authority.

### **Letter/Package Bomb or Mailed Hazardous Substance**

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

Foreign mail	Misspelling of common words
Excessive postage	Odd noises
Handwritten messages	Oily stains/discoloration/odor
Special delivery	Poorly typed addresses
Restrictive markings	Lopsided or uneven envelope
Incorrect titles	Protruding wires or tinfoil
No return address	Excessive weight
Excessive securing material (i.e.: tape)	Powder leaking

1. If any of the items listed above are identified on a package, do not open the package. Secure the area around the item and contact the principal.
2. Persons who touch the letter should wash their hands if powder or liquid is leaking.
3. The person who identified the suspicious package should not 'broadcast' the matter and cause panic, but contact the principal giving as much detail about the situation as possible.

**NOTE:** Expect the police department to examine rooms and to ask staff members if they have seen any objects that are out of place or are in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings. Anticipate being called upon by the police department for additional information and assistance. Remember, one of your roles is to preserve a potential crime scene.



# Bus Accidents

## **General Procedures**

1. Upon learning of an accident, obtain the bus number, location, and time of accident, number of injuries sustained, whether police/fire/ambulance is on the scene or are required, and the location of all injured parties from the person notifying the administration or other school employee.
2. Notify the IC.

## **IC Responsibilities**

1. Dispatch SERT to accident scene with Emergency Response Kit and student information cards. If this is a group on a field trip the student roster will advise you of which students, parents, and staff are on the bus. If this is a home-to-school bus, you will need to print an entire student roster report.
2. If there are injuries of students, determine if siblings of bus-riding students are still at school. Assemble these students and advise them of the accident and make them available for parent pick up.
3. When advised by SERT on scene of current status, direct appropriate notifications to be made.
4. If appropriate, respond to the hospital.

## **Responsibilities of Staff Person Riding on Bus**

1. Follow the Bus Drivers instructions and if appropriate call 911.
2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
3. Have older students assist younger students.
4. Notify the school of the accident and the extent of the injuries.
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

## Responsibilities of SERT Responding to the Scene

1. Assess the current situation and advise the IC.
2. Assist in the movement and/or control of non-injured students.
3. ***If parents*** arrive on the scene students **are not** to be removed from the scene until released by the Police. ***NOTE: parents should be directed to either wait at home or report to the school site not the accident scene.***
4. Designated SERT respond to the hospital(s) and provide support to injured students and their parents. Keep the IC updated on all medical conditions of students and staff.
5. Designated SERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.
6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.
8. Secure copy of police report.
9. Prepare for possible media focus.
10. Create informational flyer to inform parents of accident.

# Child Abuse Reporting

## **Emergency Procedures**

### **Teacher/Supervising Adult and Administration**

1. If reasonable cause exists to believe abuse has occurred, report immediately to Department of Child and Family Services (DCFS) (800.540.4000) or local law enforcement. **WHEN IN DOUBT, REPORT.**
2. Do not inform parent/guardian of the report. It is DCFS's or law enforcement's responsibility to investigate and inform them.

## **Additional Information**

### **Child Protective Services**

DCFS safeguards the rights and protects the welfare of children whose parents are unable to do so. As the point of entry for clients, the DCFS intake program operates a 24-hour hotline that receives reports of suspected child abuse and neglect at (800) 540-4000. The DCFS staff conducts initial investigations of all reported abuse and neglect to determine whether the allegations are supported.

### **How to Recognize Child Abuse and Neglect**

"Child abuse and neglect is the intentional, physical or mental injury, sexual abuse, negligent treatment, or maltreatment of any child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened."

There are many indicators of child abuse. Learn how to recognize the warning signs of:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect
- Domestic Violence

## Child Abuse and Neglect Indicators

**Physical Abuse** is indicated when non-accidental injuries occur, including:

Burns	Bruises	Welts	Severe beatings
Fractures	Unexplained or repeated physical injuries		

**Emotional Abuse** occurs when a parent or caretaker allows or creates a negative emotional atmosphere for the child with these conditions:

Demeaning remarks	Perceived or actual threats of harm
Unrealistic parental expectations	Illegal behaviors taught to a child

**Sexual Abuse** happens when a child is exploited for the sexual gratification of an adult or older child. Indicators include:

- Involvement of a child in sexual activity
- Knowledge of sexual behavior inappropriate for the child's age
- Contact for sexual purposes such as fondling

Involvement or exposure to prostitution and/or pornography

**Neglect** occurs when a parent or caretaker allows the child to experience avoidable suffering or fails to provide basic essentials for physical, social, and emotional development. Indicators of neglect include:

Lack of basic food and clothing	Lack of medical treatment or medication for a serious illness	Inappropriate child hygiene
Lack of appropriate supervision	Lack of education as required by law	Residing in an inappropriate/dangerous living environment

**Domestic Violence-Related Child Abuse** occurs when a child:

- Is injured during a physical altercation between adults
- Witnesses domestic violence between adults
- Experiences perceived or actual threats of harm
- Experiences disruption in his/her living situation

### **How to Respond to an Abused Child**

If you suspect a child has been abused or neglected, use the following guidelines to respond.

- Remain calm. A child may retract information or stop talking if he/she senses strong reaction.
- Believe the child. Children rarely make up stories about abuse.
- Listen without passing judgment. Most children know their abusers and often have conflicted feelings.
- Tell the child you are glad that he/she told someone.
- Assure the child that abuse is not his/her fault.
- Do what you can to make certain that the child is safe from further abuse.
- Do not investigate a case yourself. Call the police or the Department of Child and Family Services hotline at (800) 540-4000 to make a report.

## **Legal Definitions/References**

Child abuse or neglect includes the following (Penal Code 11165.5, 11166.6)

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment of a child as defined in Penal Code 11165.3.

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6).
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6).

## **How to Report Child Abuse**

Anyone involved in the care and treatment of patients under the age of 18 are considered "mandatory reporters" and are required to report suspected cases of child abuse and neglect. According to Penal Code 11165.7, any mandatory reporter who fails to make a report will be fined or imprisoned. Mandatory reporters include the following professionals: Counselor, Day Care Worker, Licensed Practical Nurse, Registered Nurse, School Official, and Teacher.

If child abuse or neglect is suspected, immediately call the DCFS reporting hotline at (800) 540-4000. To make a report, you will need to provide the following information:

- Name, age, sex, and address of the child who is the subject of the report, any siblings, and the parent, guardian, or caregiver
- Nature and extent of the abuse or neglect, as you know it (and any previous abuse or neglect)
- Any additional information that may help establish the cause and identity of persons responsible
- Your name, occupation, contact information, and a statement of any actions taken concerning the child

Call the DCFS hotline immediately-even if all the information is not available to you. If requested, follow up with a written report to the Department of Child and Family Services

## **Responsibility for Reporting**

The reporting duties are individual and cannot be delegated to another person (Penal Code 11166). When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report (Penal Code 11166).

## **Website to report child abuse:**

**<http://dcfs.co.la.ca.us/contactus/childabuse.html>**

## **DCFS Abuse Investigation Process**

Once an abuse report is filed, the Department of Child and Family Services (DCFS) will assess and investigate the case. DCFS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation.

DCFS and neighborhood community centers offer a range of services to abused and neglected children and their families, including:

Diagnostic and treatment service	Day care services
Casework services, such as family counseling	Alcohol or drug counseling
Foster home network	Parenting classes
Homemaking or caretaker services	Psychological services

To report suspected child abuse or neglect, contact DCFS at (800) 540-4000.



## Child Does Not Arrive Home

(within a reasonable time)

### **General Procedures**

1. If the school learns that a child has not arrived home from school in a reasonable amount of time, contact the child's last classroom teacher of the day to find out the child's normal end-of-day habits (i.e. walker / bus rider or gets ride from parent).
2. Contact Transportation for assistance. They will need the following information when called, Child's name, Date of Birth, Address, Home phone number, Description of the student (hair color, height, ethnicity, what was the student wearing when last seen). If the parent is at the school, send them home to wait and check their neighborhood.
3. Notify the police and request that they commence an investigation into the situation if the child has been missing for an extended period of time.
4. Organize the child's teachers, friends, and companions for interview with the police.
5. Attempt to locate the last person to see the child.
6. Send a school representative (preferably the student support manager/school counselor) to the child's family home to comfort his or her parents and relatives.
7. Work cooperatively with the authorities to assist in locating the child.
8. Prepare a media statement.
9. Compose a flyer informing parents

## Civil Disturbance

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action.

### General Procedures

1. Contact office and administrators when a civil disturbance is observed.
2. Call 911 if warranted.
3. Assess the danger of the disturbance and issue a Lock-Down if necessary.
4. Prepare a flyer to inform parents of the incident.
5. Notify the School Police.

### **ANNOUNCEMENT**

I am \_\_\_\_\_ (name and title).

You are on school grounds without permission. You are directed to leave the premises now. As trespassers, you are subject to possible arrest if you do not leave.

*Optional Language:*

If you do not leave, we will ask law enforcement authorities to take appropriate action.

OR

Law enforcement has already been notified.

### Active Measures

In spite of one's best efforts at prevention, disturbances may still occur. The following measures are recommended to lessen the school's exposure to personal injury and property damage:

1. Try to isolate the participants (if they are students). If a small group is protesting on the campus, invite them into the nearest classroom and listen to their complaints. If the group is large, it may be desirable to have them designate leaders to meet with you. Do not invite non-students onto the grounds.
2. If invaded by a group of non-students who appear threatening, listen to their complaints and politely tell them to leave the building. If they do not leave upon request, call the police.

### **Active Measures (continued)**

3. In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.
4. It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.
5. Matters pertaining to individual students should be discussed with the student and his/her parent or guardian and not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.
6. Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

### **Preventative Measures**

1. Be aware of the morale of the student body.
2. Principals should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.
3. Have a close working relationship with the student council.
4. Maintain an awareness of any tense community situations that could 'spill over' into the school and set the stage for a school disturbance.
5. Have the following sign posted on all exterior doors:

**"VISITORS, PLEASE REPORT TO THE OFFICE"**

### **Pickets and boycotts**

1. Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
2. Pickets should be kept under discreet surveillance.
3. In non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, call the police.

## Civil Disorder in Los Angeles County

Significant events of civil disorder are uncommon in Los Angeles County, but have occurred twice in recent history. On August 11, 1965, six days of rioting began in Watts section of Los Angeles. In the violence, 34 people were killed and 856 injured.

On April 29, 1992, just hours after a Simi Valley jury acquitted four LAPD officers in the Rodney King trial, civil disorder erupted, resulting in 58 deaths.

## Critical Condition/Hospital Treatment

### **General Procedures**

1. If a child is in need of immediate hospital treatment at your school, notify the office as to the person's location and condition, but stay with the victim.
2. Call 911.
3. Secure medical help available in the school (school nurse/health aide and CPR providers).
4. Evacuate any students who may be present and secure adult support.
5. When help for the victim is secured, the teacher helping the victim should rejoin her or his class.
6. The person accompanying the child to the hospital should take the medical emergency form kept in the office.
7. Review the student's health file kept in the nurse's office for pertinent information such as drug allergies, last tetanus shot, and medications taken. Relay this information to the hospital.
8. Notify the victim's family.
9. Consider composing a flyer to inform parents of the incident.
10. Arrange for counseling sessions with witnesses as necessary.

# Death of a Student/Staff Member

## **General Procedures**

If not occurring on school property:

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.

If occurring during the school day, on school property, follow the Lock-Down procedures and treat the event as a criminal act.

## **IC Responsibilities**

1. Call a meeting of SERT to formulate the school's response to the notice.
2. Activate the telephone tree to school staff if notification is received after school hours or during non-school days.
3. Contact family/friends of the deceased to offer support and obtain information regarding arrangements.
4. Arrange for appropriate counseling services.
5. Update information to staff and parents as it becomes available.
7. If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release same to family or relative.

## **Teacher/Staff Responsibilities**

1. Keep informed of plans and procedures that may be implemented in response to the death.
2. Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling.
3. Do not deny your own emotional response to this situation, and seek appropriate help.
4. Assist in bringing closure to the event.

## Detecting Suspicious Packages/Letters

**\*Remember\*** the item does not have to be delivered by a carrier. Most bombers set up and deliver the bomb themselves.

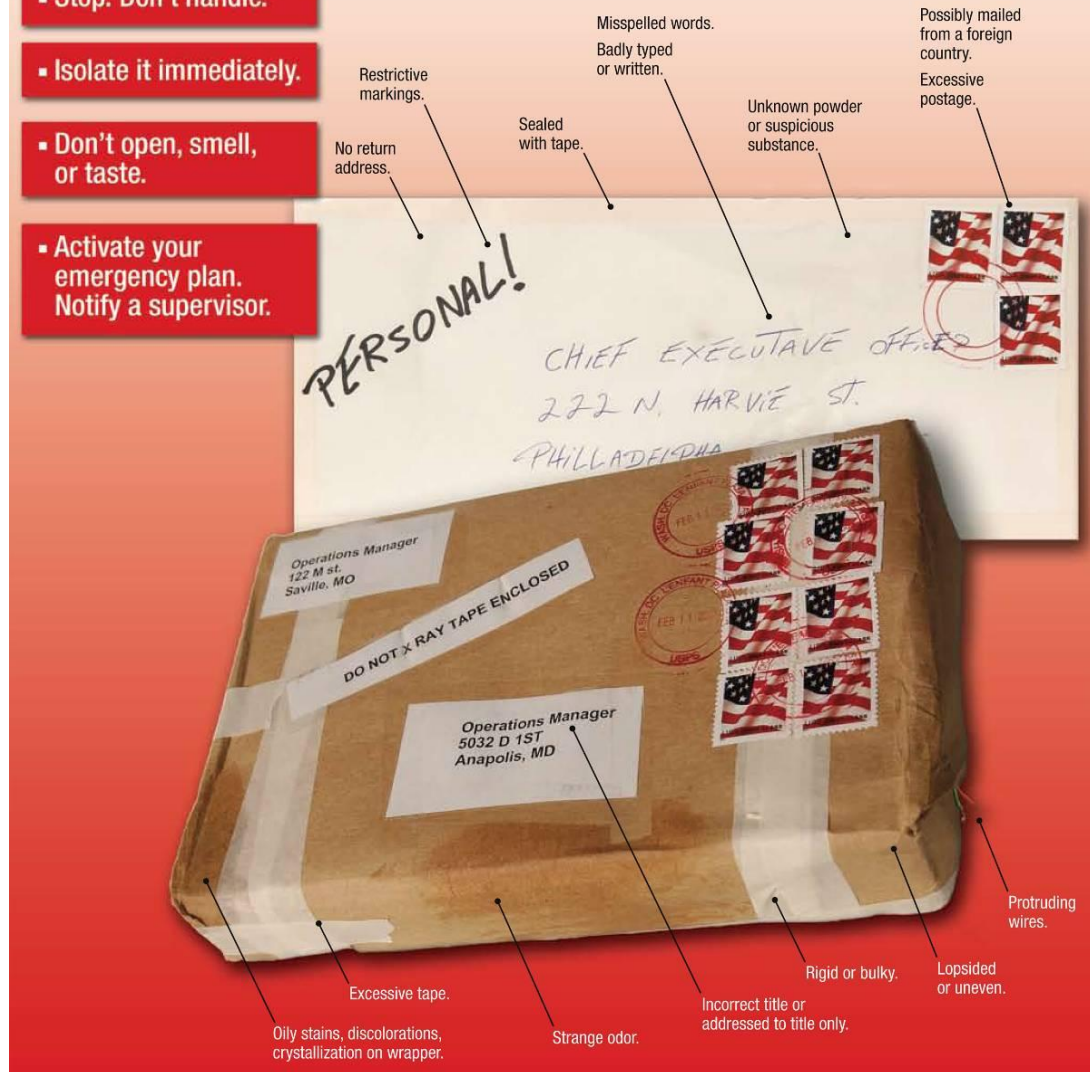
1. If delivered by carrier, inspect for lumps, bulges, or protrusions, without applying pressure.
2. If delivered by carrier, balance check if lopsided or heavy sided.
3. Handwritten addresses or labels from companies are improper. Check to see if the company exists and if they sent a package or a letter.
4. Packages wrapped in string are automatically suspicious, as modern packaging materials have eliminated the need for twine or string.
5. Excess postage on small packages or letters indicates that the object was not weighed by the Post Office.
6. No postage or non-canceled postage.
7. Any foreign writing, addresses, or postage.
8. Handwritten notes, such as: "To be opened in the privacy of...", "confidential", "your luck day is here", and "prize enclosed".
9. Improper spelling of common names, places or titles.
10. Generic or incorrect titles.
11. Leaks, stains, or protruding wires, string, tape, etc.
12. Hand delivered or dropped off for a friend packages or letters.
13. No return address or nonsensical return address.
14. Any letters or packages arriving before or after a phone call from an unknown person asking if the item was received.
15. If you have a suspicious letter or package:
  - Call 911
  - Notify the IC
  - Follow procedures for Bomb Threats/Device Found (Pages 120-122)

## WARNING

### Suspect Letter and Package Indicators

If you receive a suspicious letter or package:

- Stop. Don't handle.
- Isolate it immediately.
- Don't open, smell, or taste.
- Activate your emergency plan. Notify a supervisor.



If you suspect the mail or package contains a bomb (explosive), or radiological, biological, or chemical threat:

**Isolate area immediately.**

**Call 911.**

**Wash your hands with soap and water.**

For more information on bomb security or bomb threats, contact your local ATF office.



# Disruptive Student

## **General Procedures**

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

## **IC Responsibilities**

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practiced so that students will know what to do.

## **Teacher/Staff Responsibilities**

1. In concert with receiving teachers, develop the "Clear the Room" plan.
2. Develop an alternative plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

# Earthquake

## Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

<b>Earthquake Size Descriptions</b>		
<b>Descriptive Title</b>	<b>Richter Magnitude</b>	<b>Intensity Effects</b>
<b>Minor Earthquake</b>	<b>1 to 3.9</b>	Only observed instrumentally or felt only near the epicenter.
<b>Small Earthquake</b>	<b>4 to 5.9</b>	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
<b>Moderate Earthquake</b>	<b>6 to 6.9</b>	Moderate to severe earthquake range; fault rupture probable.
<b>Major Earthquake</b>	<b>7 to 7.9</b>	Landslides, liquefaction and ground failure triggered by shock waves.
<b>Great Earthquake</b>	<b>8 to 8+</b>	Damage extends over a broad area, depending on magnitude and other factors.

## Southern California Earthquakes

The greatest Southern California earthquake in modern history was the Fort Tejon Earthquake on January 9, 1857 that measured 8.0 on the Richter Scale. Damage was not nearly as serious as it would be today, mostly because South California was sparsely populated. The effects of the quake were quite dramatic, even frightening. Were the Fort Tejon shock to happen today, the damage would easily run into billions of dollars and the loss of life would be substantial. The present-day communities of Wrightwood and Palmdale lie upon or near the 1857 rupture area.

On March 10, 1933 at 5:54 p.m., a magnitude of 6.4 earthquake hit the Newport-Inglewood faults causing serious damage in Long Beach and other communities. The earthquake resulted in 120 deaths and more than \$50 million in property damage. Most of the damaged buildings were of unreinforced masonry.

More recent earthquakes have caused severe damage, but none would be classified as a "major" temblor.

The San Fernando Earthquake hit at 6:01 a.m. on February 9, 1971. It caused more than \$500 million in damage and 65 deaths.

The Whittier Narrows Earthquake struck on October 1, 1987 at 7:42 a.m. and registered magnitude 5.9. It caused eight deaths and \$358 million in property damage.

The Sierra Madre Earthquake was magnitude 5.8 and occurred on June 28, 1991 at 7:43 a.m. Because of its depth and moderate size, it caused no surface rupture, though it triggered rockslides that blocked some mountain roads. It caused about \$40 million in property damage and two deaths, mostly in the San Gabriel Valley.

## **Actual Earthquake**

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be **not** more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

**When inside a building, stay inside.** Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as book cases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

**When outdoors, stay outside.** Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

**Walking to or from school facilities:** Students walking to or from school when an earthquake occurs should stay away from all buildings, trees, exposed wires, and other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

## After an Earthquake

### The ABCs of Post-Earthquake Evacuation – A Checklist for School Administrators and Faculty

#### A. Evacuation should NEVER be automatic.

- There may be more danger outside your building or facility than there is inside.
- There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be created.
- The lighting inside your building or room will probably be out – it will be dark.
- Before any decision is made to vacate all or part of a school, someone must find out that there is:
  1. a safe route out, and
  2. a safe place to assemble the students outside

#### A. BEFORE an earthquake, survey your school with evacuation in mind.

##### 1. Look for potential post-earthquake hazards INSIDE the building:

- Suspended ceilings
- Pendant light fixtures
- Large windows – either exterior or interior – not protected against shattering
- Tall bookcases or cabinets that may topple because they are not bolted to the wall
- Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors
- Stairwells
- Science labs, especially chemistry
- Storage areas for cleaning, painting, or other hazardous materials
- Shop areas
- Places where the main gas supply or electric current enters the building

- A. Designate evacuation routes that avoid as many of those areas as possible.
- B. In addition, decide on alternate routes to your main routes.
- C. Consider students with disabilities as you think about your evacuation routes.

2. Look for potential post-earthquake hazards OUTSIDE the building:

- Power lines
- Trees
- Areas near buildings that may have debris fall on them – parapets, roof tiles, chimneys, glass
- Routes past concrete block walls
- Covered walkways
- Places under which large gas mains run
- Areas near chain link fences (can be electric shock hazard when live wires touch)
- Hazardous materials storage areas
  - A. Designate open areas outside that are without overhead hazards and removed from potential dangers spots: choose one, off-campus spot such as park for back-up.
  - B. Assembly areas should not be so remote from the faculty that students and staff won't have easy access to bathrooms, phones, and the student release point.

3. Everyone should be informed about the plans:

- Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
- Tell all personnel and students about the plans made and the routes chosen.
- Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
- Hold drills and exercises two or three times a year; practice alternate routes.
- Include all students and staff with disabilities in the drills and exercises.

C. AFTER the earthquake, gather information and make decisions.

### **IC**

- Assess the situation – inside and outside
- Decide how much evacuation is necessary – all or parts of the buildings
- Choose the route(s) and the assembly place
- Communicate directions to SERT and all staff members.

### **Teachers**

Do NOT automatically rush your class out into the corridor or out an exterior door.

- Wait to hear from an administrator, or the designated SERT member, about what to do.

In circumstances in which a lot of time passes and you do not hear anything, you will have to make decisions yourself:

- If you are in a dangerous classroom – the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke – you will want to leave, BUT you must do some reconnaissance before you move to safety.
- Get your buddy teacher to cover the students while you find the best way to get out and the safest place to go. You may not need to go outside, but merely move from one inside room to another.
- Account for all your students before you leave the classroom.

If your classroom is dangerous, you may want to take injured students with you, or move them a short way to a safe room. If you must leave an injured student, post a large, visible sign indicating the student is in there.

The lights will probably be out – ALWAYS have a flashlight that works.

- Be alert, as you lead students down stairwells or corridors, to anything (dangling lights, ceiling struts, broken glass, slippery floors) that could hurt them or you.

In an aftershock, everyone should duck and cover until the shaking stops.

- Once you get to your new safe place, communicate your location to the IC, by sending a runner, using a walkie-talkie, or returning to your classroom to post a note.

The first 72 hours after an earthquake are critical. Electricity, gas, water, and telephones may not be working. In addition, public safety services such as police and fire departments will be busy handling serious crises. You should be prepared to be self-sufficient – able to live without running water, electricity and/or gas, and telephones – for at least three days following a quake. To do so, keep on hand the following:

- Food.
- Water. Enough so each person has a gallon a day for 72 hours, preferably one week. Store in airtight containers and replace it every six months. Store disinfectants such as iodine tablets or chlorine bleach, eight drops per gallon, to purify water if necessary.
- First aid kit
- Fire extinguisher
- Flashlights with extra batteries. DO NOT USE matches or candles after an earthquake unless you are certain there are no gas leaks.
- Hand held radios with extra batteries.
- Extra blankets, clothing, shoes, and money.
- Alternate cooking sources.
- Medications
- Tools (turning of main shut off valves)



## **Roles and Responsibilities**

### **Incident Commander (IC)**

Will coordinate all personnel and operations, as well as serve as a liaison between all off campus organizations such as: Red Cross, Fire, Police, Utility companies, media, and other emergency agencies.

The IC will:

1. Direct team operations
2. Work with emergency responders
3. Coordinate and authorize communication modes
4. Assign tasks as necessary
5. Make media releases as appropriate

### **Teacher responsibilities during an earthquake:**

At first sign of shaking, adults should give the Drop, Cover, and Hold On command.

#### **If students and staff are indoors, all should:**

1. Get under a desk or table. Otherwise, stand next to an inside wall. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
2. Get as far away from window(s) as possible.
  - a. Drop to knees with back to the window(s) and knees together.
  - b. Clasp one hand firmly behind head, covering neck.
  - c. Wrap other arm around a table or chair leg.
  - d. Bury your face in yours arms, protecting head.
  - e. Close eyes tightly. Stay until earthquake is over.
  - f. Evacuate to staging area only upon hearing evacuation signal.
3. Reassure students

#### **If students and staff are outdoors, staff should:**

1. Direct students away from buildings, trees, poles and wires.
2. Call Drop, Cover, and Hold On command – students and staff should cover as much skin surface as possible; close eyes and cover ears.

### **Teacher responsibilities during the evacuation:**

The teacher may render immediate first aid if necessary.

Students with major injuries and are unable to move are to remain in the classroom.

(search & rescue team members or first responders will remove injured students/staff)

Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers check primary evacuation route for blockage and dangers such as fallen tress or electrical wires.
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.

3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your emergency backpack and folder with you.
5. Door is to be left open during an earthquake disaster.

Always DUCK, COVER, and HOLD ON when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate, or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency back pack.

1. Anyone who is 'injured but mobile' should be escorted to the assembly area.
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders.
3. Leave all 'dead' where they are.

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

### **Search Team Coordinator**

Will leave the assembly area to begin operations after being directed to do so by the IC.

Search & Rescue will:

1. Retrieve emergency supplies and bring to the assembly area. The team should shut off the gas, water, and electrical mains. These should be marked with barrier tape or signs to indicate they are shut off.
2. S&R will return to the assembly area to be assigned further duties by the IC. These may include setting up a waste facility, building shelter, assisting another team, or providing site security.

**First Aid Team**

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to Walking Wounded
DELAYED:	May be able to take direction to help one another.
IMMEDIATE:	Tag victim, note time and type of injury.
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible.

Inform outside emergency personnel via the IC as to the status of the injured.

Attend to morgue concerns if necessary:

1. Identify the body.
2. Probable cause of death.
3. Cover the body.
4. Leave the body undisturbed awaiting coroner.

Keep the IC apprised of your status

**Student Supervision Team**

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team. See Section 4 for details.

**Student Release Team**

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians. See Section 4 for details.

## Explosion or Risk of Explosion

This section addresses four possible scenarios involving an explosion or risk of explosion:

- Scenario 1: Explosion on school property
- Scenario 2: Risk of explosion on school property
- Scenario 3: Explosion or risk of explosion in a surrounding area
- Scenario 4: Nuclear blast or explosion involving radioactive materials  
(a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

It is important to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats" refer to Pages 110-112.

### **Scenario 1: Explosion on School Property**

#### **General Procedures**

1. Call 911.
2. Initiate "Duck, Cover, and Hold On" procedures.
3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal which may include a Lock Down or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.

9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.
11. Limit the use of electronic and motorized devices – no open flames.
12. Attempt to suppress fires with extinguishers.

*Note:* Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

13. Contact the utility company with any damage to water lines, sewers, power lines or other utilities.
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization.

## **Scenario 2: Risk of Explosion on School Property**

### **General Procedures**

1. Call 911.
2. Determine the appropriate response signal: Lock Down- Response or Evacuation.
3. If an evacuation is warranted, follow standard evacuation procedures in Section 7.
4. If an explosion occurs follow the procedures outlined in this section.

## **Scenario 3: Explosion or Risk of Explosion in Surrounding Area**

### **General Procedures**

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so.

## **Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials**

### **General Procedures**

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. Turn off the school's main gas supply, local fans in the area, 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, and turn off sources of ignition, such as pilot lights.
6. Monitor radio or television announcements and initiate further action as appropriate.
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance.

## Fallen Aircraft

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on school property, refer to Pages 103-109: Biological or Chemical Release.

After a crash event, the IC will direct the staff and students to do one of the following:

1. Remain indoors and await instructions.
2. Evacuate the facilities and form up in the assembly area, or other designated spot.
3. Evacuate the site to a designated area.

When an order to evacuate has been issued, take your ID card, emergency backpack, and escort your students to the designated area. Check your buddy teacher on the way out and assist or evacuate the class if necessary. Office staff must take the radios, keys, emergency cards, and staff rosters to the assembly area.

Report to the assembly area, take roll, display the appropriate alert card (red card signals missing students and/or need medical assistance, green card signals all students are accounted for) from the emergency backpack, and await further instruction. All staff and students must be accounted for.

Emergency teams will form up and begin operations at the direction of the IC

All staff will remain on duty until notified by the IC.

### **If the facility is hit**

The IC will direct the following:

1. Call 911 and provide exact location and nature of the emergency.
2. Direct SERT members (Search and Rescue Teams) to secure the crash area to prevent unauthorized access.
3. Direct SERT members to organize fire suppression activities until the Fire Department arrives.



4. Determine the safest place for students and staff. This may include a complete or partial evacuation (on or off campus). Evacuate to a site uphill and upwind if possible. The assembly team and student release team will be activated.
5. Direct the First Aid team to identify, triage, and provide medical assistance to injured students and/or staff members.
6. If any students or staff are injured or trapped, assign a Search and Rescue Team to work until Police or Fire personnel arrive.
7. Custodian (Police/Fire/Medical Coordinator) should turn off power supplies, electricity, and gas lines in affected building(s).
8. If possible, tape off area around entire wreckage to protect investigation. Have staff stand guard if safe to do so.

## Fire

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

### **General Fire Safety**

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

### **Passage and Aisle Widths**

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

### **Turning off the Fire Alarm System**

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to other's who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

## **Procedures**

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Evacuate the room or building following the exit plan posted in each classroom and office. Hold handrails. If no broken glass, remove high heels to avoid tripping.
3. Evacuate all students and staff away from threatened building at least 50 feet (approximately 10 body lengths) during the fire unless directed by IC to go elsewhere. Maintain control of students and take roll.
4. Close doors behind you as you exit. Do not use elevators. Do not lock doors.
5. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency back pack.
6. If smoke is in the immediate vicinity, instruct students to "stay low and exit," crawling to avoid breathing fumes. Cover mouth and nose with a wet cloth.
7. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet cloth and avoid fanning flames. Lay on floor to avoid smoke. Wait for help.
8. If anyone is injured or trapped, do not stay with the injured or trapped. Notify the IC who will send a Search and Rescue team while waiting for Police and Fire personnel.
9. The IC is to be notified immediately.
10. Members of the Search and Rescue Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.

11. The IC will form a Command Post at the evacuation site.
  - a. Direct that the necessary agency contacts be made
  - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:

Red Card	Missing Students/Need Assistance
Green Card	All Students Present
12. The Search and Rescue Team Coordinator will manage the reconciliation of all students and staff. The Search and Rescue Team Coordinator is responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
13. First aid is rendered as necessary.
14. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers. Close off the area as best as possible and exit the building immediately.
15. Access roads are kept open for emergency vehicles.
16. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.
17. IC will direct a team member to turn off utilities if safe to do so.
18. Students and staff will not return to the school building until fire department officials declare the area safe.

Additional School Emergency Response Team Responsibilities in a Fire, all other responsibilities to be carried out by the School Emergency Response Team

TEAM MEMBER DUTY	NAME/Floor	CONTACT INFORMATION	RESPONSIBILITY
<p>Floor Warden  (one for every floor)</p>			<ul style="list-style-type: none"> <li>- Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system.</li> <li>- Act as 'supervisor' of the area under their direct control.</li> <li>- Receive and dispatch information and instructions and oversee evacuation of occupants from their area.</li> <li>- Ensure every disabled person has staff assigned to him or her who stays with them.</li> <li>- Report the location of these persons to the Fire Department upon their arrival</li> </ul>
<p>Assistant Floor Warden (one for every floor)</p>			<ul style="list-style-type: none"> <li>- Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit.</li> <li>- Listen for any new information and if questions arise, get direction from Floor Warden</li> <li>- Take no action without checking with the Floor Warden, except in extreme circumstances.</li> </ul>

### **Fire Near School:**

IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

### **Burning Clothes:**

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

### **When appropriate and directed by the IC, SERT member may:**

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

### **First Aid Team**

Will move to their designated area, unpack supplies as they become available, set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined in Section 4.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to walking wounded
DELAYED:	May be able to take direction to help one another
IMMEDIATE:	Tag victim, note time and type of injury
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

## **Student Supervision Team**

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team.

The Student Supervision Team will follow their pre-assigned responsibilities as outlined in Section 4.

## **Student Release Team**

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians.

The Student Release Team will follow their pre-assigned responsibilities as outlined in Section 4.

Teachers follow standard evacuation procedures. See Section 7.

## **Fire Drills**

California Education Code, Section 32001 states that every public, private, or parochial school shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. It further states, "all exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

It is recommended that at least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills. On occasion, the building should be evacuated under the pretense that smoke and gases have filled the hallways. Faculty and students should practice getting their faces as near the floor as possible (by bending over or by crawling on their hands and knees) and proceed to the nearest exit.

Each school must establish a fire or emergency evacuation plan and hold regular drills to make this plan effective. Drills must be documented and reports submitted to the Fire Marshall. The fire drill report must include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and time required to accomplish complete evacuation and accountability.

## Food or Water Contamination (suspected)

This procedure should be followed if school 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 an outside agency. Indicators of contamination may include unusual odor, color, taste, or multiple incidents of unexplained nausea, vomiting, or other illnesses.

### **General Procedures**

1. The IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
2. Call 911.
3. The IC will direct that a list of all potentially affected students and staff be made and will provide the list to the responding authorities.
4. The IC will direct the first aid team to provide immediate medical assistance, when necessary.
5. The IC 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 IC will not declare an All Clear until authorized to do so by the responding health department.
7. The IC will notify the parents of the incident, as appropriate.



## Forced Entry/Theft of School Property

### **General Procedures**

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Call 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
5. Notify staff to increase security measures.
6. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
7. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
8. Obtain a copy of the police report.
9. Prepare a media statement and to ease the worries of parents, draft an informational flyer.

## Hazardous Material Spill

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

### **General Procedures**

1. Contact the main office and administration about the spill.
2. Call 911.
3. Do not turn any electrical switches on or off. Do not use any electrical equipment, eliminate any open flames.
4. Notify the custodial staff of the spill.
5. Evacuate and close off the area of the spill. (follow standardized evacuation procedures – See Section 7).
6. Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
7. Record the names and personal information of any persons exposed to the spill.
8. Notify the School Police (323.887.7916).
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

## **Hazardous Material Spill (continued)**

### **Temporary Stay at School Status**

If given instructions by the Incident Commander or First Responders that it is necessary to temporarily stay at school until the evacuation vehicles arrive, use the following guidelines:

1. IC advises Teachers and Staff of the situation through the intercom and alerts them to listen for further instructions. Instruct Teachers to close all windows, doors and vents.
2. Direct all Students, Teachers and Staff to come inside and/or stay in the buildings. Students must be kept quiet and still. In the event of a chemical accident, instruct students to keep their hands out of their mouths and eyes.
3. Instruct team members to shut off all heating systems and fans.
4. Instruct all teachers to place wet towels or wet clothing under the doors and around windows.
5. Conduct an emergency attendance to account for all students, staff, and visitors.
6. Instruct Teachers and Staff to evacuate once vehicles have arrived on campus.

## **Hazardous Material Spill (continued)**

### **Evacuation Procedures**

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

1. Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.
2. Determine the method of evacuation. If students are to remain on campus, determine which evacuation assembly site is best. If students are to evacuate to another location, as in the event of a chemical accident, determine which location is appropriate and by which means the Students, Teachers, and Staff will be evacuated by school buses, other transportation, or by foot.
3. If it is decided that the building should be evacuated:
  - a. Sound the fire alarm
  - b. Notify the following:
    - i. 911 (alerts police and fire departments)
    - ii. School Police (323.887.7916)
    - iii. Teachers and Staff
4. The location of the evacuation site will be posted by the Parent Coordinator outside the school for parent information.
5. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
6. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
7. The IC will provide a report to the School District/Superintendent/EOC by phone or messenger as soon as possible after the evacuation. The report will include: (a) the location of the evacuation site, (b) the status of students and staff, and (c) the immediate needs of students, teachers, and staff.
8. The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or proceeding on foot to the determined evacuation site.

## Heat Emergencies

Temperatures that hover 10 degrees or more above the average high temperature for that area and last for several weeks are considered “extreme heat” or a heat wave. Humid and muggy conditions can make these high temperatures even more unbearable. Really dry and hot conditions can cause dust storms and low visibility. Droughts occur when a long period passes without enough rainfall. A heat wave combined with a drought is a very dangerous situation.

### ***Before Extreme Heat Hits:***

#### **Keep it Cool**

1. Close all floor heat vents.
2. Seal gaps around window units with foam or duct tape.
3. Use a circulating or box fan to spread the cool air around.
4. Use aluminum foil covered cardboard in windows to reflect heat back outside.
5. Use weather-stripping on doors and windowsills.
6. Keep storm windows up all year to help keep cool in.

### ***During Extreme Heat***

Protect Windows – hang shades, drapes, sheets or awnings on windows to reduce heat from entering building.

Conserve Power – stay indoors as much as possible.

Conserve Water

1. Check plumbing for leaks.
2. Ensure all toilets and showers are set to “low flow”.
3. Don’t leave water running

## Hostage Situation

### **General Procedures**

1. Stay calm.
2. Don't be a hero.
3. Follow instructions of captor.
4. Cooperate, be friendly if possible; don't argue with or antagonize captor or other hostages.
5. Inform captor of medical or other needs.
6. Be prepared to wait; elapsed time is a good sign.
7. Don't try to escape; don't try to resolve the situation by force.
8. Be observant and remember everything you see and hear.
9. Try to calm the suspect and listen to complaints or demands.
10. Keep the students calm and don't allow them to agitate the suspect.
11. Ask permission of the suspect in all matters.
12. When rescue takes place, lie on the floor and await instructions from the rescuers.

### **IC Responsibilities**

1. Direct 911 to be called.
2. Declare a Lock-Down – No Team Response.
3. Isolate the area.
  - If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so).

7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.

**Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.**

### **Teacher/Staff Responsibilities**

1. If directly involved, follow the instructions of the intruder. Don't argue or fight.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder. Keep in mind the average hostage incident lasts approximately from six (6) to eight (8) hours and the average barricade incident lasts approximately three (3) hours.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Lock-Down – NO TEAM RESPONSE, follow established procedures.
  - a. Lock Doors  
Door is not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
  - b. Direct students to Duck, Cover, and Hold On in the safest place possible.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

## Infectious Diseases and Pandemics

**Remove this page and insert the infectious diseases section.**



# Kidnapping or Missing Student

## **General Procedures**

1. Upon discovering that a child is missing or abducted, immediately inform school administration. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color and license number of any vehicle used in the abduction. Also obtain a detailed description of clothing worn, time, and location when the child was last seen.
2. Treat custody dispute cases as possible kidnapping situations.
3. Consider generating an informational flyer to parents about the dangers of abduction, especially if the incident took place en route to school.
4. Consider increasing security at school.
5. Notify the School Police (323.887.7916).

## **IC Responsibilities**

### **Abduction**

1. Call 911 and advise of the abduction.
2. Provide the 911 operator with a description of vehicle with license plate number, if known.
3. Notify custodial parent.
4. Provide support services as needed.
5. If this abduction was witnessed by other students, notify their parents, as the children will be upset.
6. Brief SERT on the situation and arrange for counseling for the next day.

### **Missing Student**

1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. Call 911 and parents of missing student.
3. Check student's locker and desk for any indication of why incident occurred.
4. Interview student's friends for information.
5. Contact students' teacher(s).

## **Teacher/Staff Responsibilities**

### **Abduction**

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify the office and provide as many details as possible.
4. Maintain control of remaining students.

### **Missing Student**

1. Immediately notify the office when advised that a student is missing.
2. Assist IC with questioning of friends and fellow classmates as to why student is missing.
3. Maintain control of remaining students.

## Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Pages 103-109: Biochemical or Chemical Release.

### **General Procedures**

1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation.
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911.
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive.
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives.
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid.

## Police Activity in the Neighborhood

Police activity in the neighborhood might be an incident or situation of criminal nature occurring in the vicinity of or on the school site which constitutes a clear and present danger to the welfare of the students and staff. Such occurrences might include police stake-outs, pursuit of suspected criminals, SWAT situations, gang disturbances, intruder or hostage situations, civil unrest, etc.

### General Procedures

- Stay calm
- Move away from the threat and notify the IC
- Account for all students in your charge

### IC

- Issue a Lock Down- Team Response (or a Lock Down – No Team Response if your campus has open hallways)
- Notify 911
- Secure the building
- Take attendance
- Students and staff will remain indoors until the All Clear signal is given.
- Be prepared to keep students at school until police have cleared the area.

If a suspect is encountered (whether in possession of a weapon or not), move in a non-threatening manner and direct students (if applicable) away from the direct view or contact by suspect.

If the assailant is in possession of a weapon, DROP, COVER, and HOLD ON. If you have students with you, first direct the students to do the same.

If the situation permits, make note of as many details as possible such as:

#### VEHICLE

- License plate number
- Type of vehicle
- Color of vehicle
- Damage to vehicle
- Occupants (number and ethnicity)
- Weapons (type and number)

#### PERSON

- Height
- Weight
- Color of hair
- Clothing (type and color)
- Weapons (type)
- Ethnicity

In the event gunfire is heard, everyone should be instructed to lie flat on the ground.

## Severe Weather

In the event of a severe weather situation such as heavy rain, lightening, wind, or hail the IC will determine which action, if any, should be implemented. When necessary, the staff will take immediate action for the safety of the students without waiting for directions.

### **General Procedures**

1. Provide care for students at the site.
2. Listen to weather updates and stay informed ([www.nws.noaa.gov](http://www.nws.noaa.gov)).
3. Keep away from windows and doors.
4. Evacuate the buildings and move to a safe location if necessary.
5. Evacuate the site to another facility if necessary.
6. Being student release procedures at the direction of the IC.
7. Upon official request, the site or portions thereof will be converted to a mass care shelter.

## **Flood/Mudslide/Flash Flood**

Los Angeles County contains some of the steepest and most erosive mountains in the world, the San Gabriels, with elevations reaching 10,000 feet above sea level. Below steeply walled canyons lie large coastal plains with a high population density. When heavy rains come, there is a significant potential for floods and mudslides.

In 1914, when the population of the Los Angeles Basin was about 700,000, a four-day storm produced more than 19 inches of rain in the San Gabriel Mountains, resulting in floods causing \$10 million in damage.

Floods in 1938 caused \$70 million in damage in Southern California, and in 1969 floods caused \$400 million in damage and 60 deaths.

In the 1990s, serious flooding happened in 1992, '93, '95 and '08.

The predicted extent of the flood and the amount of time available before it arrives will determine the course of action to be taken. The IC may initiate many of the emergency actions considered necessary. The greatest danger of flooding is from a flash flood.

## **General Procedures**

1. Call 911.
2. The IC will keep a battery-powered radio turned to a local radio station for information.
3. Determine appropriate response signal (Lock Down – Response or Evacuation).

## **Hurricanes**

Definition: hurricanes are severe tropical storms that spiral around a calm center known as the eye. Wind speeds range from 74 miles per hour to a high of 220 miles per hour. Hurricanes may be accompanied by other severe storm hazards such as lightning, tornadoes, and flooding.

**Hurricane Advisory** – tells where the storm is located, the intensity of wind speeds, and the direction of movement.

**Hurricane Watch** – is issued for an area when there is a threat of hurricane conditions within 24 to 36 hours.

**Hurricane Warning** – is issued when hurricane conditions are expected in a specific area in 24 hours or less.

## **Lightning**

Definition: lightning is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck.

1. Move inside as quickly as possible
2. If a building is not available, move into a car with windows rolled up
3. If outside – spread out, keep several yards apart from each other

## **Severe Winds/Tornadoes**

Definition: Tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocity inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

**Tornado Watch** – indicates that conditions are right for a tornado to develop and that the sky should be watched.

**Tornado Warning** – indicates a tornado has been sighted or is spotted on radar.

Warning of hurricane/severe wind/tornado will come from local authorities. If high winds develop during normal hours of operation, the following emergency actions should be taken:

1. If outside, proceed with caution to nearest building, if time permits. If time doesn't permit lie flat on ground, preferably in a ditch or culvert if nearby.
2. Students and staff should be assembled inside buildings; avoid auditoriums, gymnasiums, and other structures with large roof spans.
3. Implement Duck, Cover, and Hold On if necessary.
4. Close windows and blinds.
5. Move away from windows and remain near an inside wall on lower floors if possible.
6. Relocate students from classrooms bearing full force winds.
7. Have maintenance staff shut off gas and electrical power.



## Sex Offense

All sex offenses, whether committed by or against a minor, are extremely serious and must be dealt with by school staff in an appropriate manner. The offenses may take the form of rape (consensual or not), indecent liberties, exposing, etc. When any of these or similar offenses occur or are suspected, the following procedures must be followed:

1. Regardless of when or where a sex offense occurred, the employee receiving the complaint must report to his or her principal/supervisor immediately.
  - a. If the victim is a student, also notify the ICPS, and the local police department.
2. The school principal/supervisor will notify the student/victim's parent or guardian, if appropriate, only after consulting with police or ICPS.
3. The school principal/supervisor will consider contacting the Police Department and/or Integrated Child Protective Services as well as notifying the victim and/or the family of available services, including immediate counseling, ongoing support, medical and legal advocacy, and a 24-hour crisis phone (858.560.2191).  
If law enforcement is involved the crisis counseling can be done at the police station, the school site or the medical facility. Counseling services will be provided while a medial exam is being conducted.
4. If, after thorough investigation, the alleged perpetrator is identified as a student, the principal/supervisor will initiate appropriate corrective action and notify that student's parent/guardian of the incident.

**NOTE:** All alleged sex offenses should be treated as a crime and reported to the authorities immediately. It is **not** the school's responsibility to determine if a crime took place – leave that to the authorities. The school should not conduct internal investigations on alleged sexual offenses before determining if a call to the authorities is warranted.

## Spilled Bodily Fluids

### General Procedures

1. Contact the main office and locate a custodian for clean up.
2. Assess the need for medical help for the victim.
3. Wear disposable gloves and avoid getting spilled body fluids in your eyes, mouth, or open sores when assisting the victim.
4. After providing assistance to the victim, be sure to wash hands and arms with soap and water when gloves are removed.
5. If any students have been exposed to the victim's bodily fluids, send them to the school nurse for examination and care. Notify parent and request they bring clean clothes and make a medical follow up appointment.
6. The custodial staff should take special care in cleaning the body fluid spill. Use a germicidal disinfectant.
7. Place contaminated fluids and clean-up materials in plastic bags, seal bags or tie and place in a plastic-lined garbage container specially labeled for biohazard precautions.

### Body Fluids Cleanup Kit

Kits for cleaning up body fluids should be provided for each classroom, office, school bus, and other locations as requested. Use the disposable gloves and absorbent wipes to clean up the material, and then dispose of the wipes in the zip lock bag. Disinfectant is also provided to spray on the contaminated area. Wash your hands thoroughly when the area has been cleaned. In addition to the lightweight gloves provided in the kits, heavier disposable gloves are provided for first aid, and reusable gloves are provided for custodians.

## **Bloodborne Pathogen Cleanup Kit**

Kits are provided for the protection of all staff and students of our school. The following is a list of supplies and procedures for the use of our Bloodborne Pathogen Cleanup Kits:

### **Supply Items:**

- Instruction sheet for body fluid spill cleanup
- 1 quart Rubbermaid bowl and lid
- 2 pairs latex rubber gloves
- 2 large disposable towels
- 1 ½ gallon zip lock bag
- 1 8 oz. package of Sani-sorb bits
- 1 4 oz. Bottle of Virahol Disinfectant cleaner
- 1 large bandage

### **Cleanup Procedures:**

10. Open Rubbermaid bowl and put on latex gloves.
11. Open up package of Sani-sorb bits and sprinkle the drying material over contaminated area.
12. Using the zip lock bag and using the disposable towels, pick up the dried material and put it in the zip lock bag.
13. Open the 4 oz. bottle of disinfectant and pour over the contaminated spot. Allow up to ten (10) minutes for disinfectant to work on sanitizing the area; then blot up the residue with the other disposable cloth and put the fluids and cleanup materials into the zip lock bag.
14. Dispose of zip lock bag in our large outside trash container, not in room wastebaskets.
15. Replenish the kit.
16. Leave work orders for custodial staff to shampoo area of contamination.

## Student With a Gun

### General Procedures

**NOTE: IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ARMED INTRUDER EVENT (Lock Down – No Response).**

### **IN ALL OTHER SITUATIONS:**

1. Notify the IC.
2. Assess information
3. Keep calm until assistance arrives.
4. Contact parents of the student(s) in possession of a weapon (or toy replica, including bb-guns, lighters in the form of a gun).
5. Notify the Police (911 or School Police 323.887.7916)

### **IC Responsibilities**

1. Call 911 or School Police (323.887.7916).
2. Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Wait for police officer(s) to conduct search.
5. Turn all weapons over to the police.

### **Teacher/Staff Considerations**

1. Upon being made aware of the presence of a gun in school, notify the IC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.

## **Procedures for Dealing with Intelligence Regarding Weapons**

Student has a Weapon, not on their Person, such as a locker or an empty classroom.

1. Isolate the area.
  - a. Remove all students and non-essential adults from the area to be searched.
  - b. Post individuals at the perimeter of the area – ensure no one enters the area while the search is being conducted.
  - c. Shut off bell system. Alert staff that the class schedule may be adjusted and to wait for further instructions.
2. Identify two individuals to conduct the search: one to perform the search and the other as a witness. One of these individuals should be an administrator when possible.
3. If a hand-held scanner is available, run the scanner over the student's possessions.
  - a. If the scanner is activated, carefully conduct a pat down search of the belongings.
  - b. Safely secure all weapons and contraband found.
  - c. Contact the Police and/or School Resource Officer and turn over ALL weapons.
4. If a hand-held scanner is not available proceed with a pat-down search and follow steps b and c.

Student has a Weapon on their person (intelligence – weapon has not been confirmed).

### **IC Responsibilities**

1. Call 911.
2. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
3. Wait for police officer(s) to conduct search.
4. Turn all weapons over to the police.

# Suicide or Suicide Threat or Attempt

## **General Procedures**

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify the IC.
4. Stay with the victim until help arrives.
5. Limit access to the immediate area until police arrive (treat as a crime scene).
6. Prepare an informational flyer for parents of the students in the victim's class.
7. Notify the School Police (323.887.7916).
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles County Department of Mental Health or contracted service provider).

## **IC Responsibilities**

### **Actual**

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Lock Down-Response.
4. Direct that appropriate notifications are made.
5. Isolate all witnesses; if they are students, notify their parents.
6. Direct that personal property of the victim is secured. This includes items in classroom and in locker.
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
8. If victim has siblings in other area schools notify their administrators.
9. Be prepared to deal with the media.
10. Arrange for counselors for students and staff.
11. Make contact with parents of deceased student.

### **Attempted**

1. Assess situation.
2. Direct that appropriate notifications be made.
3. If required, call 911.
4. Deal with siblings as set forth above.
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff.
6. Arrange for additional counselors if needed.

## **Teacher/Staff Responsibilities**

### **Actual/Attempted**

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

### **Rumors**

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the IC about the information.
3. Assist in the evaluation of the threat with other staff.

## Terrorist Acts

Definition: Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions and public assemblies. Common terrorist attacks include, but are not limited to: bombs/explosives; malicious destruction of property; sabotage; arson; shootings; and the use or threatened use of chemical, biological or radiological agents.

In the event that any of the aforementioned occurs, immediately follow specific emergency response. Example: bomb or suspicious device found – follow protocols for bombs and suspicious device.

### **Warning, Intelligence or Suspicion**

In the event there is a general warning of the possibility of a terrorist act occurring within the confines of Los Angeles County, in conjunction with Administrators, Los Angeles Police Department and Los Angeles Emergency Management Agency, heighten security policies throughout the school, to include (but not limited to):

- Report suspicious personnel, vehicles or packages. Pay particular attention to school buses.
  - Confirm the identify of all bus drivers. If you are unfamiliar with the driver – contact the bus company.
  - Report all unscheduled buses on or near school property.
- Secure unused buildings or portions thereof
- Ensure positive identification and accountability for visitors
- Increase liaison with police – advise and update staff and students
- Increase patrols (perimeter and interior)
- Control and limit access to the building
- Cancel or suspend extra-curricular activities
- Inspect all buses used to transport students



## Threat of Violence

This procedure should be followed if site personnel receive a threat may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, web posting or phone call. The School Administrator should ensure that all threats are properly assessed and addressed.

### **General Procedures**

1. The School Administration will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team and/or Leadership Team will conduct the threat assessment utilizing the risk analysis form. A police officer should be included in the assessment.
3. The assessment team will assess the warning signs, risk factors, stabilizing factors, and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
  - Category 1: High violence potential; qualifies for arrest or hospitalization
  - Category 2: High violence potential; does not qualify for arrest or hospitalization
  - Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
  - Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
  - Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the assessment team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The assessment team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The assessment team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

## Trespasser in Building

### **General Procedures**

1. If the unauthorized visitor remains on the school property, notify the police or IC of the situation and implement Lock-Down procedures.
2. If the trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform the office.
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. *NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence.*
4. Teachers should recall students in halls, lock doors, and remain with their classes at all times.
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an 'all clear'.
6. Notify the School Police.
7. Prepare for possible media coverage.
8. Consider formulating an informational flyer for parents.

# Tsunami

## General Description

A Tsunami is a series of traveling ocean waves of extremely long length generated by disturbances associated with earthquakes occurring below or near the ocean floor. There are two sources of tsunamis: remote and local. Remote tsunamis have been the most frequent to hit California and are generated by earthquakes off the coasts of Japan, Alaska, Hawaii, and Chile.

The most significant remote tsunami to hit southern California was in 1960, when an 8.6 magnitude earthquake off the coast of Chile generated a tsunami resulting in 4 ½ foot waves at Santa Monica and Port Hueneme, and caused major damage to the Los Angeles and Long Beach harbors.

Local tsunamis are generated off the coast of Southern California. Since 1800, only four locally generated tsunamis have been observed. The most significant was in 1812 in Santa Barbara and Ventura County. Waves were reported at 6 to 10 feet high, and several small buildings were damaged and many ships were destroyed.

## General Procedures

1. If you feel an earthquake, Drop, Cover, and Hold On until the shaking stops. Estimate how long the shaking lasted. If severe shaking lasted 20 seconds or more, immediately evacuate to high ground as a tsunami might have been generated by the earthquake.
2. Call 911.
3. The IC will keep a battery-powered radio turned to a local radio station or a NOAA Weather Radio for information.
4. The IC will determine the appropriate response (Lock Down – Team Response or Evacuation). Follow procedures for response action ordered.
5. Do not leave the sheltered location or return to the evacuated area until it is deemed safe to do so by local officials.

## Utility Loss or Failure

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

### General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electric equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (School Police (323.887.7916), media).
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Pages 141-144: Explosion/Risk of Explosion

## Wild Fires

1. The IC will declare a Shelter-in-Place\*.
2. Call 911
3. This signal activates the School Emergency Response Team. Team members are to follow their pre-assigned roles as directed by the ID.
4. If inside, teachers will keep students in the classroom until further instructions are given.
5. If outside, students will proceed to their classrooms (if safe to do so). If not, teachers or staff will direct student into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
6. Upon notification from IC, teachers are to secure individual classrooms:
  - Turn off local fans
  - Close and lock doors and windows
  - Seal gaps under doors and windows with wet towels or duct tape
  - Seal vents with aluminum foil or plastic wrap, if available
7. Site Security Team will assist in completing the procedures as needed: shut down the classrooms/buildings 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 or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
8. IC will direct the Search Team collect the attendance sheets and secure the campus.
9. Community members will be invited into the school buildings for shelter. All community members invited into the school campus will be supervised by school personnel and will not be placed in the same room with students.
10. Account for all students and staff and maintain a roster of all additional adults and children who have entered the campus.
11. Be prepared to evacuate if requested to do so by local authorities.

## Wildfires in Los Angeles County

Los Angeles County is well known as one of the world's great urban centers, but the county is also home to the 650,000-acre Angeles National Forest and a large portion of the Santa Monica Mountains National Recreational Area. Thousands of homes and located in foothill communities near these great natural areas, creating unique challenges for local fire agencies.

Since 1927, a total of 24 wildland fires have caused the loss of 1,502 homes, 830 other structures, 271,047 acres and five fatalities. The most recent major wildfires erupted in Los Angeles and surrounding counties starting in the Angeles National Forest above Altadena on October 27, 1993. Fires in Altadena and Malibu caused the loss of many homes.

\*The Shelter-in-Place signal is used to place and/or keep staff, students, and members of the community (parents, volunteers, neighbors, etc.) indoors in order to provide a greater level of protection from threats such as: airborne contaminants and wild fires. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The different between Shelter-in-Place and Lock Down is that the former invites community members inside the school building, away from the threat, and a Lock Down keeps all individuals, not in the building when the signal is declared, outside of the school campus.

Section 11  
The Recovery Phase

## The Recovery Phase

**Remove this page and insert the Recovery Phase section.**



Section 12

## Plan Maintenance, Training and Vital Record Retention

## **School Emergency Operations Plan Maintenance**

Palisades Charter High School Emergency Operations Plan is designed for efficient update and additions. The responsibility of maintaining the document is assigned to the Principal.

The Principal will conduct a thorough review of the plan annually:

Updates shall be distributed every year as needed or when there are significant changes.

This Plan is a management tool. The Sections of the Plan can be easily updated with minor modifications when there are changes to the school organization, systems, and/or new functional positions are added. It does not need updating every time site procedures change.

Individuals with emergency assignments are to review their procedures and related information after activation, either simulated in drills or as an actual response. Individual Checklists are revised as needed. Additionally, individual users are encouraged to add supplemental materials to their Sections for a complete "response ready" Plan.

The Checklists are designed to be used as worksheets. New and revised Checklists can be reprinted after activation. If additional pages are added and the school does not wish to renumber the entire Section, new pages can include the letters A, B, C, etc., respectively after the last page of the Checklists and inserted into an existing document.

It is not necessary to reprint the entire document each time it is updated. The footer date should always be kept current and can include the word "Revised" to indicate the update.

### **Training Program**

This Plan is consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) guidelines. The guidelines provide standardized training modules with competency requirements for each level of activation and responsibility. At a minimum, the following training program is recommended:

#### **Orientation**

All PCHS employees will attend a Plan review and orientation training either as a facilitated class.

## **Training**

The Principal and staff with emergency assignments in the Command Post should attend periodic special management Table Top Training in order to become familiar with the applied theory of the Incident Command System and functional management coordination.

### School Site Requirements

#### "What If?" Scenarios

PCHS will incorporate two "What If?" scenario discussions annually. "What If" scenario's can be found in the Supplemental CD for the School Emergency Operations Plan.

#### Table Top Exercise

PCHS will conduct one table top exercise annually. Table top exercises can be found in the Supplemental CD for the School Emergency Operations Plan.

#### Emergency Drills

PCHS will conduct one emergency lock-down drill annually. Sample scenario's and evaluation sheets can be found in the Supplemental CD for the School Emergency Operations Plan.

Fire drills will be conducted ten (10) times during each school year.

Earthquake / "Duck, Cover, and Hold On" drills will be conducted five (5) times during each school year.

## **Vital Record Retention**

PCHS Technology Department is responsible for protecting vital records, and the maintenance of the back-up system, and archiving schedules.

Section 13  
**Homeland Security Advisory**

## Homeland Security Advisory Recommendations

(Based on American Red Cross Homeland Security Advisory American Red Cross – [www.redcross.org](http://www.redcross.org))

<b>SEVERE (Red)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Listen to radio and TV for current information and instructions</li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Close school if recommended to do so by appropriate authorities</li> <li>• 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff, and faculty.</li> <li>• Offer lessons from Masters of Disaster "<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>" curriculum.</li> <li>• Ensure School Emergency Response Team members are available for students, staff and faculty.</li> </ul>
<b>HIGH (Orange)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Review emergency procedures and supplies</li> <li>• Offer lessons from Masters of Disaster "<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>" curriculum.</li> <li>• Discuss children's fears concerning possible terrorist attacks in consultation with School Emergency Response Team.</li> <li>• Prepare to handle inquiries from anxious parents and media.</li> </ul>
<b>ELEVATED (Yellow)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Ensure all emergency supplies are stocked and ready</li> <li>• Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents.</li> </ul>
<b>GUARDED (Blue)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Provide safety training to staff and practice emergency drills</li> <li>• Review emergency supplies and supplement as necessary</li> </ul>
<b>LOW (Green)</b>	<ul style="list-style-type: none"> <li>• Ensure School Emergency Operations Plan is current with team members and emergency telephone numbers</li> <li>• Offer American Red Cross "Masters of Disaster" curriculum on emergency preparedness for natural disasters.</li> <li>• Ensure selected staff members are trained on first aid and CPR.</li> </ul>

Master of Disaster Lesson Plans can be found at <http://redcross.org/disaster/masters/>

Section 14  
Terms and Acronyms

## Terms and Acronyms

All Clear: Verbal Command that signals the end of evacuation when conditions are acceptable for reentry of buildings, or that the crisis has ended.

Assembly Areas: Designated meeting areas for students, employees, and visitors during emergency evacuation of all school buildings.

Drop Cover, and Hold On: Shelter position under tables or desks or other protected places away from overhead fixtures, windows, high cabinets, and bookcases, for immediate individual protection during an emergency.

Emergency Evacuation Plan: Official procedures for evacuation of all effected students, employees, and visitors to the school buildings upon order of the Principal and/or upon building alarm system activation, in the event of an emergency.

Fire Alarm: Intermittent audio alarm that signals evacuation of buildings.

Mitigation Phase: Phase of emergency management for site-specific action to minimize hazards and reduce the potential for injury or damage in an emergency.

Preparation (Preparedness) Phase: Phase of emergency management for employee in-service training in emergency responsibilities, such as prevention of injuries and property damage, first-aid and other response and rescue operations, and for acquisition of adequate supplies and equipment required to respond to an emergency.

Recovery Phase: Phase of emergency management for the initiation of short-range and long-range recovery plans at each effected site to return to normal operations following an emergency.

Response Phase: Phase of emergency management in which all employees take appropriate steps in an emergency situation to put the emergency plan into action.

School Emergency Response Team: Employee group assigned to perform a specific emergency function, such as Communications, Medical, Safety and Security, or Search and Rescue.

School Emergency Operations Plan: Plan to protect the safety and welfare of student, employees and visitors in the offices, schools, and programs operated by the school and to assure the continued operation of the essential services of the school during a period of emergency.

Site Coordinator: One person per building who functions as liaison between the command site and work site during an emergency.

## **Acronyms**

<u>ATF:</u>	Bureau of Alcohol, Tobacco, Firearms and Explosives
<u>ARC:</u>	American Red Cross
<u>BT:</u>	Bioterrorism
<u>CDC:</u>	Center for Disease Control
<u>CP:</u>	Command Post
<u>CT:</u>	Chemical Terrorism
<u>DMH:</u>	Department of Mental Health (Los Angeles County)
<u>DOH:</u>	Department of Health (Los Angeles County)
<u>DSR:</u>	Damage Survey Report
<u>EMA:</u>	Emergency Management Agency
<u>EOC:</u>	Emergency Operations Center
<u>FEMA:</u>	Federal Emergency Management Agency
<u>IC:</u>	Incident Commander
<u>ICP:</u>	Incident Command Post
<u>ICS:</u>	Incident Command System
<u>MACS:</u>	Multi-Agency Coordination System
<u>NIMS:</u>	National Incident Management System
<u>OES:</u>	Office of Emergency Services (California)
<u>PIO:</u>	Public Information Officer
<u>SEMS:</u>	Standardized Emergency Management System
<u>SERP:</u>	School Emergency Operations Plan
<u>SERT:</u>	School Emergency Response Team
<u>SOP:</u>	Standard Operating Procedure
<u>SPO:</u>	School Police Officer
<u>SVA:</u>	Security and Vulnerability Assessment



Appendix A  
Sample Parent Letters

## Sample School – Parent Letter

October 2011

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, public schools in California are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. Our school has a detailed emergency plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at school until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure to consider the following criteria when you authorize another person to pick up your child at school:
  - He/she is 18 years of age or older.
  - He/she is usually home during the day.
  - He/She could walk to school if necessary.
  - He/she is known to your child.
  - He/she is both aware and able to assume this responsibility.
3. Turn your radio to KNXAM/KMPC for emergency announcements. If students are to be kept at school, radio stations will be notified.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates/entrances located on school campuses. Parents should become familiar with the School Emergency Operations Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also including an

out-of-state contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster or crisis at school or takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

**Insert information regarding lock-down**

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Dr. Pamela Magee, Executive Director & Principal  
Palisades Charter High School

## Sample Parent Letter – Emergency Drills

Dear Parent or Guardian:

The Palisades Charter High School will be participating in a earthquake (or other type of emergency) drill on October 20 at 10:20 AM.

This drill will simulate an earthquake in the Southern California area. Schools have been built to strict building standards and they are considered the safest buildings in the community.

The students and staff will implement the School Emergency Operations Plan during the drill. The goals of the drill are to identify our ability to save lives, reduce injuries, and protect property. You are encouraged to participate in this drill. On this day your child will be dismissed at the regular dismissal time.

Prior to the drill, please talk with your family about your own home preparedness plan. Several resources are available to help you prepare at home. The American Red Cross has outstanding materials, and your own telephone directory has valuable emergency information as well. Both resources cover CPR and home preparedness.

Should you have any questions regarding this drill, please contact me directly at 310-230-6630. We appreciate your concern and will be pleased to answer your questions and address your concerns.

Sincerely,

Dr. Pamela Magee  
Principal & Chief Administrative Officer  
Palisades Charter High School  
310-230-6630

## Sample Disaster Volunteer Program Notice

In the event of a major emergency occurring during the normal school day, your local elementary, middle, or high school will need the assistance of its neighbors. Supplies will be needed to provide for the children, and volunteers will be needed to assist with clean up and the care and shelter of the children until they are picked up by a designated family member or friend.

If you wish to be a volunteer at your local school campus after an emergency, you must register with the school.

After you have registered, you will receive a photo ID. Your skills inventory will be sent to the local school. That school will welcome you on campus after a disaster and have a task ready for you to complete. You may also be asked to participate in emergency drills.

## **Back-To-School Safety Reminders**

With the new school year beginning it is important for students and the public to remember they need to exercise additional caution on or around school campuses. To ensure maximum safety of all students we suggest students and parents abide by the following guidelines set by the National Safe Kids Campaign.

### **Walking to School**

Pedestrian injuries are the second leading cause of unintentional injury-related deaths among children ages 5-14. To avoid an injury, parents should:

- Never let a child under age 10 cross the street alone.
- Choose the safest route between home and school and practice walking it with children until they can demonstrate traffic safety awareness.
- Make sure children use the same route everyday and teach them to avoid shortcuts.
- Teach children to recognize and obey traffic signals and pavement markings. A flashing "walk" signal at a cross walk does not mean it is safe to cross. Children should know they must still look both ways for traffic before proceeding.
- Teach children to cross streets only in crosswalks and to walk – not run – across intersections.
- Emphasize to children that they should never enter streets between parked cars or from behind shrubbery. Such darting between objects results in the majority of child pedestrian deaths.
- Remind children not to speak to strangers (someone they don't know). If a stranger approaches a student, they should tell their parents or a teacher.

### **Riding the Bus**

Many students take the bus each day. Although bus travel is one of the safest ways to travel to and from school, injuries can still occur, and most of them take place when children are getting on or off the bus. Some safety tips for riding the bus are:

- Have children arrive at the bus stop at least five minutes before the scheduled arrival of the bus. Children should stay out of the street while waiting and not horseplay.
- Urge children to remain seated on the bus at all times and not shout or distract the driver. Children must keep their head and arms inside the bus at all times.
- Make sure children know to wait for the bus to come to a complete stop before getting on or off. Children should be made aware that the driver has a "blind spot" – the area from the front of the bus to about 10 feet behind the bus – and they should not walk in this area after getting off.

## **Riding Bicycles**

Bicycle riding is a favorite mode of transportation for children, but it can often be dangerous – bicycles are associated with more childhood injuries than any other consumer product except the car. To make sure children are safe when riding bicycles to school, parents should:

- Check with the school principal to make sure children are allowed to ride their bicycles to school, as some schools do not allow it.
- Make sure children wear their bicycle helmets at all times while on their bicycle. Head injury is the leading cause of death in bicycle accidents. Studies say helmets can reduce the risk of head injury by as much as 85 percent.
- Teach children to obey the rules of the road. They should know that the same rules that apply to other vehicles apply to them also. Bicycle riders should be on the right-hand side of the road, and should travel in the same direction as other traffic. They should also know and use appropriate hand signals.
- Choose the safest route between home and school and practice it with children until they can demonstrate traffic safety awareness.

## **Driving**

Motor vehicle accidents are the leading cause of unintentional injury-related deaths among children age 14 and under, according to the National Safe Kids Campaign. Some 75 percent of these accidents occur within 25 miles of home, and 60 percent take place on roads with posted speed limits of 40 mph or less. Important safety guidelines parents should follow are:

- Always use child safety seats and/or safety belts correctly when driving or riding in a car.
- Drop children off as close to school as possible so they do not have to cross streets. Make sure children enter and leave the car on its curb side.
- Use the school's designated student drop-off and pick-up zone.

It is important for parents to remember to always set a good example for children, whether walking, riding or driving.

## DEATH NOTIFICATION

The difficult task of delivering death notifications is the responsibility of the law enforcement personnel. They have the training and resources necessary in carrying out such a notification.

In the event a victim survivor comes into contact with school personnel prior to law enforcement providing notification, escort the family to a private, comfortable setting until law enforcement personnel arrive, but defer giving out information.



# **Sample Statement**

## **Initial Announcement**

**Date:**

**To:           Student and Staff**

**From:       Principal**

**Subject:    (Student/Staff Member Death of Serious Injury)**

---

We have just learned of a tragedy involving a member(s) of our school. I regret to announce that \_\_\_\_\_ has died/been in a serious accident. As soon as we have more details, we will pass the information on to you.

I will be contacting the family to offer our support. You will be informed as to what the family may need/have planned and how/what you might do to comfort them.

This is a very difficult time for all of us so it is important that everyone stays in their classes and adheres to their regular schedules.

Our Crisis Assistance Team is on campus to help students, staff and parents who may need support in dealing with this situation. Your teachers will advise you of the location and times available for this support. Our counseling is located in Room \_\_\_\_\_ beginning \_\_\_(time) through \_\_\_\_\_(time).

Remember we will give you additional information as soon as it is available.

## Sample Faculty Memo

**Date:**

**To: Faculty and Staff**

**From: Principal**

**Subject: Accident on Campus**

---

We have had a tragic accidental death of a student in one of our third grade classrooms this morning. You may have heard the commotion and seen emergency personnel enter the building.

The children may be anxious and upset. Please advise them there has been an accident and the police and fireman are here to help. Encourage them to express their fears and scary feelings. The sirens and ambulance may remind them of accidents in their neighborhood or home. Reassure them that there is no danger to them – they are safe.

Please do not permit students to enter the north hallway. Exit the building and re-enter the west entrance to reach the cafeteria or gym. If your classroom is located in the north wing, remain in class until you are notified further.

We will give you additional information as soon as it is available.

## Sample Faculty Memo

**Date:**

**To: Faculty and Staff**

**From: Principal**

**Subject: Death of a Staff Member**

---

You may be aware that one of our teachers \_\_\_\_\_ died last night at 10:30 p.m. He/She collapsed at his/her home. The paramedics were called and he/she was transported to \_\_\_\_\_ hospital. He/she was unconscious and did not recover. The doctors assume it was a heart attack but the final 'cause of death' ruling is pending.

This is such a sad situation. It is difficult to lose a friend, colleague, and teacher who has been at \_\_\_\_\_ school for over \_\_\_\_\_ years. Thank you for being supportive and caring with each other at this difficult time.

Please advise your student so they will hear the sad news from you and hopefully prevent the spread of rumors.

The Crisis Assistance Team is available to all adults in the \_\_\_\_\_ and for students in the \_\_\_\_\_. Please send students needing assistance to the \_\_\_\_\_ with a pass.

If you would like a Crisis Assistance Team member to discuss the situation with your class, call the office and help will be there immediately. If any faculty or staff member needs assistance during class time, arrangements will be made to cover your class in your absence.

Information concerning services is pending and will be provided to you as soon as it is made available.

## Sample Faculty Memo

**Date:**

**To: Faculty and Staff**

**From: Principal**

**Subject: Student Death**

---

On Tuesday, May 7<sup>th</sup>, one of our students, \_\_\_\_\_ was killed at an intersection near school. Apparently a car drove through a stop sign and hit \_\_\_\_\_ in the crosswalk. He/she was taken to \_\_\_\_\_ hospital where he/she died at 5:46 p.m.

The driver did not originally stop, but later returned to the scene and turned himself into the police.

Since the accident occurred near the school, a number of students witnessed the tragic event. The Crisis Assistance Team will be on campus to provide support and counseling for all students affected. Crisis team members will meet with students, in the library, to assess their needs.

Since a large number of students may be upset by this, enclosed are some special passes to be used to send students to the library.

Information regarding funeral arrangements will be provided as soon as it is made available.

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 9-12 grade students was struck and killed by a vehicle while walking to school this morning. I know you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Principal

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 9-12 grade students, \_\_\_\_\_, died from a sudden illness. I know that you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time, however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Principal

## Sample Internet Safety Letter

Dear Parents and Guardians:

Palisades Charter High School prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written from home computers and posted to popular "chat rooms" or "message exchange" Web sites. Such sites as MySpace.com contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these Web sites seems to be growing. MySpace.com, for example, is said to have over 57 million members and has become one of the most popular "message exchange" sites among students nationwide.

Unfortunately, some of these Web sites are being used by child predators, "cyber bullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

Palisades Charter High School has blocked the use of facebook.com and similar Web sites from our school computers. We will continue to block objectionable material as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. Myspace.com, for example, is public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written at Myspace.com is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally going to <http://www.facebook.com> (outside source). The service is free, and users may register

using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

### **Helpful Tips and Resources**

We encourage you to talk with your son or daughter about the potential of the Internet. Ask if they have an account with Myspace.com or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example: SafeKids.com, located at <http://www.safekids.org>, and Web Wise Kids, located online at <http://www.webwisekids.org>, by telephone at 866-web-wise, or by e-mail at [webwisekids2@aol.com](mailto:webwisekids2@aol.com).

The (insert school name) will continue to provide Internet security within our school. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact \_\_\_\_\_.

Sincerely,

Principal



Appendix B  
Four phases of emergency response/crisis  
management

## **General Information Regarding Emergencies**

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency preparedness plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

### **Mitigation Phase**

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, education of parents, students and teachers, and reducing the potential damage either to structures or their contents.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

### **Preparedness Phase**

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

## **Response Phase**

**Pre-Impact:** Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

**Immediate Impact:** Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Command Posts and EOCs may be activated, and emergency instructions may be issued.

**Sustained:** As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

## **Recovery Phase**

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

## **Four phases of Emergency Management and Crisis Response**

### Phase One: Prevention/Mitigation

Objective: Lessening the Probability of a crisis

- Establishing a safe learning environment for all students and staff.
- Staff development and training for all members of school community including parents, volunteers, and neighbors.
- Collaboration with community agencies, health and social services agencies, neighbors, law enforcement, faith organizations, chamber of commerce, and political entities.
- Youth Development Programs that serve as resources to the school, students, parents, and community.
- Evidence-based model programs.
- School safety assessments by an outside agency – School Safety Plan.
- Policies and Procedures.
- Accessibility.

### Phase Two: Preparing

- Give police an updated blueprint of the school for their files – update annually.
- Develop a school Emergency Response Kit.
- Adopt district School Emergency Operations Plan and update site specific information.
- Develop School Emergency Response Team.
- Adopt district procedures related to emergency response.
- Assign roles and responsibilities to staff members.
- Practice emergency response drills.
- Develop communication system proximal (on campus) and distal (off campus).
- Translators/Bilingual resources – parent's unification center.
- List of Community Support Services/Resources.
- Be prepared to deal with a variety of crisis (i.e.: natural disasters, riot, see EOP for complete list).
- Legal issues/confidentiality.

### Phase Three: Response

- Follow procedures outlined in the School Emergency Operations Plan.

### Phase Four: Recovery

- Be aware of legal issues.
- Return to school.
- Conduct an impact assessment.
- Implement the recovery plan (based on the assessment).
- Provide on-going debriefing for students, staff and parents.
- Provide for physical needs.
- Coordinate mental health services for students, staff and parents.
  - Assess psychological needs (on-going)
  - Provide safe rooms
  - Provide on-going support and debriefing as needed
  - Provide classroom activities for teacher
  - Communicate with parents
  - Be aware of connection between trauma and suicidal thoughts and actions
- Decide how to handle funerals and memorials.
- Be sure to acknowledge and thank those who assisted.
- Know and connect with resources.
- Prepare for later reactions.

## School Administrator's Emergency Planning Checklist

### Preparedness

- Has your school fully implemented the School Emergency Operations Plan?
- Are you, your teachers, and your staff aware of everyone's roles and responsibilities under the plan?
- Does your plan incorporate the principles of NIMS?
- Is your staff trained to perform the responsibilities under NIMS and the School Emergency Response Team?
- Have you had drills and exercises that involve the performance of NIMS and SERT responsibilities?
- Have you conducted an inventory of the kinds of skills or needs of your staff? Have you conducted training in first aid, damage assessment, search and rescue and fire suppression?
- Does your staff know the location of the main gas, electricity and water shut-off valves? How many staff have been trained to check for damage and turn them off if the need arises?
- Have you made a list and a map of the location and availability of First Aid and other emergency supplies?
- Does your school have sufficient supplies (water, food, blankets) to handle emergency periods that may last up to 24 hours?
- Is everyone aware of primary evacuation routes and alternative routes? Do you drill using all evacuation possibilities?

## Mitigation

What have you done to reduce your potential losses? Which of the nonstructural hazard mitigation measures below have been completed at your school?

- Has the School Emergency Operations Plan and the performance expectation been communicated to all employees?
- Is everyone educated to how NIMS works? Do they understand the basic principles?
- Is everyone trained in how to perform the (one or two) functions they will most likely be assigned to?

The five functions of NIMS provide for the performance of many tasks. Below are some specific tasks that must be attended to:

- Do you know how to survey for damage and report your damage to the appropriate agencies?
- Does the school have an arrangement with structural engineers who will report to the school directly after a disaster to determine the damage?
- How will you determine whether total or partial evacuation is necessary?
- Have you identified an evacuation site? Is there an alternate location if you cannot use your initial site? How will students go to the alternate site?
- Do you know whether or not your school has been designated as a potential mass care shelter?
- If some students are seriously injured, do you know what you will do with them?
- Has your school established check-out procedures to be taken before a student is released to an adult?
- Have you developed emergency sanitation procedures?
- Have you identified personnel who can translate information to non-English speaking parents?

NIMS also provides for certain facilities and equipment:

- Has a primary and secondary Command Post or other central planning area been identified?
- Has the Command Post been equipped with maps of the campus, facilities and hazards in the area, an enrollment sheet for the current year, First Aid supplies, and other tools necessary to manage the emergency response activities after a disaster?
- Does your school have a back-up communications system such as a 800 megahertz or CB radio, a ham operation, or two-way radio to communicate with Emergency Operations Center? Are a number of people trained to use this equipment?
- Does your school have an internal communication system such as walkie-talkies, megaphones, or intercom?

## **Recovery**

- Identify record keeping requirements and sources of financial aid for disaster relief?
- Establish absentee policies for teachers/students after a disaster?
- Establish an agreement with mental health organizations to provide counseling to students and their families after the disaster?
- Establish alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, etc.?
- Develop a plan for conducting classes if some of your facilities are damaged including half-day sessions, alternative sites, and/or portable classrooms?
- Become familiar now with the procedures involved, and forms used, in claiming disaster assistance from the state and federal governments. Work with your local emergency service professionals to polish your cost-recovery abilities?



## Preventing the Crisis

### Key Points

- Establish a safe learning environment
- Be knowledgeable of the characteristics of students and staff
- Improve Accessibility
- Foster Resiliency
- Provide Youth Development Programs
- Provide Evidence-based Prevention Programs
- Provide individualized intervention strategies
- Provide prevention and intervention training and/or staff development in diverse youth issues
- Collaborate with community agencies, health and social service agencies, law enforcement, volunteers, parents, faith-community and neighbors
- Develop School Policies and Procedures which involve youth in decision-making and which are clear and consistently enforced
- Seek periodic school safety assessment from an outside agency

Appendix C  
Reunification Procedures

# **APPENDIX C**

## **Student/Parent Reunification**

### **I. AUTHORITY**

See School Emergency Operations Plan, section Introduction and Promulgation.

### **II. PURPOSE**

The purpose of this appendix is to provide for the orderly and coordinated reunification of students and families of all or any part of the population of Palisades Charter High School, if an emergency situation occurs that warrants evacuating and/or closing a district or school site early.

### **III. SITUATION & ASSUMPTIONS**

#### **A. Situation**

1. There are a wide variety of emergency situations that might require student/parent reunification.
  - a. Student/parent reunification may be needed if the school or district facility is evacuated or closed as a result of a hazardous materials transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack.

#### **B. Assumptions**

1. Some parents will refuse to cooperate with the student/parent reunification process
2. Parents may be emotional when arriving at the school
3. While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
4. Persons other than those on the student's emergency release form will try to pick up students during an emergency

## IV. CONCEPT OF OPERATIONS

### A. General

1. Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for Student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required.
2. Palisades Charter High School and facilities must be prepared to conduct both small-scale and large-scale reunification at all times of the day both from known hazard areas and from unexpected incident locations.
3. Palisades Charter High School will use a double-gate system. Student/Parent Reunification Team members will be located in two areas. The first area, the "holding area," will be where students can wait for their parents. The second area will include both the "report point" and the "student release point" where adult care givers will report and wait for their students to join them. These will be two distinctly separate areas, but they will be in close proximity to one another. Red Cross assistance, if available, will be utilized to increase staffing, to improve the communications capabilities and the conditions at both areas, and to make available refreshments at both areas.
  - a. Holding Area Operations - Designated classroom teachers will remain with their assigned students in the holding area. Each will have the list of the students assigned to their supervision, including the exact name of their parents/guardians. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted.
  - b. Release Gate Operations - When a parent/guardian arrives at the release point, s/he will be asked for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification). When the staff member confirms the parent/guardian's identity and authority to pick up the student, the staff member will use a runner or a radio/cellular telephone to notify the staging area that the designated student(s) are to be escorted to the release point. When the student(s) reports to the release point, the staff member will have the parent/guardian sign for the student(s) on Student Release Form and the student(s) are released to the adult care giver.
  - c. If the parent/guardian must be notified that their child(ren) have been injured or for some other reason are not available for release to them, the

staff member at the release point will not indicate the status of the child but will ask the parent to report to a nearby room for further processing. The "notification room(s)" will be manned by member of the Crisis Response team.

- d. Notification Room Operations - Crisis Response Team members will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:
- Provide available information regarding the child(ren) in a sensitive way.
  - Will assure the parent/guardian that everything possible is being done to safeguard their child or their child's remains.
  - Will inform the parent/guardian where they are to await further information about how they will be reunited with their child(ren) or the remains of their child(ren).
  - Will assist the parent/guardian with their trauma.
  - Will make available to the parent/guardian means for communicating with other family members and supporters.
  - Will shelter the parent/guardian from media representatives.
- e. At the end of the day, teachers or designated team members will call all those parents/guardians who have not yet picked up their child(ren). If the parent cannot be reached, the student will be transported to his or her home by school district personnel.

## **B. Student/Parent Reunification Decisions**

1. The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:
  - a. How will parents and guardians be advised of what to do?
  - b. What do evacuees need to take with them?
  - c. What travel routes should be used by parents and guardians?
  - d. What transportation support is needed?
  - e. What traffic control is needed?
  - f. Does the anticipated duration of the evacuation make it necessary to activate shelter and mass care facilities?
  - g. How will reunion areas be secured?

Reunifications that must be conducted because of incidents that occur without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

## **C. Traffic Control**

1. Traffic will be controlled by local law enforcement agencies.
2. If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
3. Where time permits, traffic control devices such as signs and barricades will be provided by the local government or first responder agencies, upon request.
4. Law enforcement will request wrecker services needed to clear disabled vehicles from traffic routes.

#### D. Warning & Public Information

1. The Incident Commander will normally arrange for dissemination of information on the reunification process.
2. Advance Notice of Possible Early School Closure
  - a. For slowly developing emergency situations, advance warning should be given to parents as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media.
3. Reunification Notification
  - a. Reunification notification should be disseminated through all available warning systems.
4. Emergency Public Information
  - a. Warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. They are necessarily short and to the point. The public will often require amplifying information on what to do during the reunification process. The Public Information Officer (PIO) will insure that such information is provided to the media on a timely basis for further dissemination to the public. Provisions must be made to disseminate information to individuals with special needs, including the blind and hearing impaired.
  - b. Amplifying instructions for reunification may include information on the location of holding area, and specific traffic routes,
  - c. When the incident that generated the need for reunification is resolved, parents and guardians must be advised when schools will reopen.

#### E. Access Control & Security

1. During reunification, the security of the holding area is extremely important. Staff and students must be removed from any and all danger. Student Release Team, Site Security Coordinator, Search and Rescue Teams, School Police, and local law enforcement should establish access control points to limit entry into holding areas.

## F. Actions by Phases of Emergency Management

### 1. Mitigation

- a. Where possible, undertake mitigation for known hazards that have in the past led to situations requiring reunification.
- b. Seek improvement to preplanned holding areas if needed.
- c. Enhance warning systems to increase warning times and reduce the need for hasty evacuations.

### 2. Preparedness

- a. To the extent possible, identify staff, students or parents with special needs who would require assistance in during the reunification process and maintain contact information for those individuals.
- b. Identify primary and alternate reunification areas, taking into account capacities of holding area.
- c. Review the disaster preparedness plans of special facilities and advise facility operators of any changes that may be needed to make them more workable.
- d. Include reunification in the scenario of periodic emergency drills and exercises.
- e. Conduct public information programs to increase staff, student and parent awareness of possible reasons for reunification, and preplanned reunification procedures.

### 3. Response

See the General Reunification Checklist.

### 4. Recovery

- a. Initiate return of staff and students, when it is safe to do so.
- b. Coordinate temporary supervision for those whose parents or guardians cannot be contacted.
- c. Provide traffic control for return.
- d. Carry out appropriate public information activities.



## **V. ORGANIZATION & ASSIGNMENT OF RESPONSIBILITIES**

### **A. Organization**

1. The normal emergency organization, described in Section 4 of the PCHS School Emergency Operations Plan, will plan and carry out student/parent reunification.
2. Incident Command System (ICS) – Emergency Operating Center (EOC) Interface
  - a. As noted previously, the Incident Commander will normally determine the need for, organize, and activate the student/parent reunification team.
  - b. The Incident Commander will normally manage reunification operations at the scene.

### **B. Assignment of Responsibilities**

1. The Superintendent/Public Information Officer/Designee will:
  - a. Approve release of warnings, instructions, and other emergency public information relating to reunification
  - b. Direct the opening of shelter and mass care facilities, if needed.
2. The Incident Commander will:
  - a. Identify risk areas in the vicinity in the incident site and determine protective actions for people in those risk areas.
  - b. If evacuation of risk areas and special facilities is required, plan, organize, and conduct the evacuation with the resources assigned.
  - c. Activate the Student Release Team to coordinate the reunification process
3. Student Release Team will:
  - a. Develop materials for this annex
  - b. Staff the Holding and Release Areas.
  - c. Coordinate staffing for the Notification Room
  - d. Follow all policies and procedures for reunification
  - e. Supervise the reunification site
  - f. Supervise releasing of students to their parents/guardians.

- g. Communicate with Operations regarding number of students remaining in holding area.
  - h. Coordinate with transportation regarding transport of students whose parents or guardians are unable to pick up their child.
  - i. Make arrangements for shelter of students whose parents or guardians are unavailable to pick –up their child.
4. The Student Release Team Leader will:
- a. Direct team activities
  - b. Interact with the Incident Commander to identify problems and report status.
  - c. Refer all outside requests for information to the Public Information Officer.
5. The Student Release Team Members will:
- a. Greet parents, guardians, or designees
  - b. Greet and direct parents, guardians, or designees to the notification room as appropriate.
  - c. Providing reassurance to parents, guardians, or designees
  - d. Maintain order.
  - e. Issuing a tag or other identifications only to an authorized person.
  - f. Dispatch runners to bring students to the release point.
6. Holding Area Team Leader/Assembly Area will:
- a. Report missing persons to the Incident Commander.
  - b. Direct team activities

- c. Interact with the Incident Command to identify problems and report status.
  - d. Collect the Injury and Missing Persons Report from the Team Members and make them readily available to the Incident Commander.
7. Assembly Area Team Members will:
- a. Maintain order
  - b. Obtain reports of missing students
  - c. Interact with the Holding Area Team Leader
  - d. Verify release information when a student is requested
  - e. Assist the reunion gate team
8. Local law enforcement and/or Site Security Coordinator and Search and Rescue Teams will:
- a. Assist in reunification by providing traffic control.
  - b. Limited access to all areas of the school including reunification holding area.
  - c. Coordinate law enforcement activities with other emergency services.
  - d. Assist in warning the staff, students, and families.
  - e. Provide information to the PIO for news releases to the public on the reunification process
9. The Fire Service will:
- a. Be responsible for fire protection in the reunification holding area.
  - b. Assist in warning the staff, students, and family
  - c. Assist in evacuating the disabled and other special needs groups to the reunification holding area.

10. The Public Information Officer (PIO) will:
  - a. Disseminate emergency information from the Superintendent/Principal/designee advising the public of reunification actions to be taken.
  - b. Coordinate with area news media for news releases.
11. The local government or first responder agencies will:
  - a. Provide traffic control devices upon request.
  - b. Assist in keeping traffic routes to school open.
  - c. Provide barricade and barrier to restrict entry to school areas and other areas where entry must be controlled.
12. The Transportation Officer will
  - a. Coordinate transportation for students whose parents or guardians are without vehicles or who need assistance in reuniting with their children, determining and establishing pickup points if necessary.
  - b. Provide information to the PIO on pickup points or special pickup routes for those who require transportation, so that this information may be provided to the public.
13. Arrange for use of suitable host facilities.
  - a. Request emergency assistance from local government if assistance cannot be obtained from other sources.
  - b. Ensure assigned personnel are trained and knowledge of reunification procedures.
  - c. Disseminate public information to advise relatives and the general public of the status of their facilities and the students.

## **VI. DIRECTION AND CONTROL**

### **A. General**

1. The Superintendent has the general responsibility for recommending evacuation or school closure when that is the most suitable means of protecting the staff and students from a hazard.

### **B. Evacuation Area Definition**

1. The hazard situation which gave rise to the need for reunification should be continually monitored in case changing circumstances, such as an increase in rainfall or wind shift, change the potential impact area and, thus, the area that is being used for reunification.

### **C. Continuity of Government**

1. The lines of succession for the Superintendent/Principal are outlined in the District Emergency Operations Plan.
2. Lines of succession for each department and agency head shall be according to the standard operating procedures established by each department.

## **VII. ADMINISTRATION AND SUPPORT**

### **A. Reporting**

Student/parent reunification efforts should be reported to the command function and disseminated during major emergency operations. The Situation Report format is provided in EOP Forms and Resources CD.

### **B. Records**

1. Activity Logs.

The Incident Commander shall maintain accurate logs recording reunification decisions, significant reunification activities, and the commitment of resources to support reunification operations.

2. Documentation of Costs.

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from

the responsible party. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

**C. Post Incident Review**

For reunifications, the Superintendent/Principal shall organize and conduct a review of emergency operations by those tasked in this appendix. The purpose of this review is to identify needed improvements in this plan, procedures, facilities, and equipment.

**D. Exercises**

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by Palisades Charter High School.

**VIII. ANNEX DEVELOPMENT AND MAINTENANCE**

- A. The Student Release Team is responsible for developing and maintaining this appendix. Recommended changes to this appendix should be forwarded as needs become apparent.
- B. This appendix will be revised annually or on an as-needed basis.
- C. Departments and agencies assigned responsibilities in this appendix are responsible for developing and maintaining SOPs covering those responsibilities.

**IX. REFERENCES**

- 1. FEMA, Guide for All-Hazard Emergency Operations Planning (SLG-101).

**X. APPENDICES**

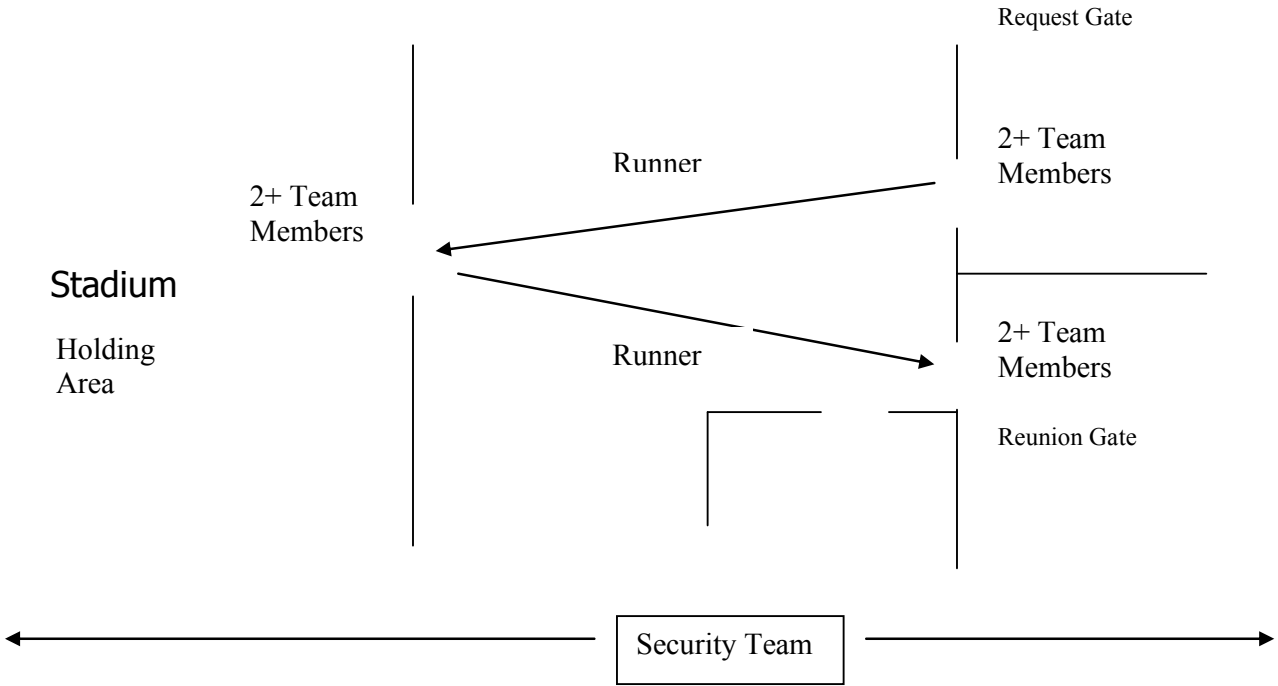
Appendix 1 Example and Explanation of Double Gate System .....

Appendix 2 Directions for Parent/Student Reunion Drill .....

Appendix 3 Reunion Sites .....

Appendix 4 Reunification Checklist .....

**APPENDIX 1**  
**Double Gate System**



The double-gated system to be utilized when laying out the Student/Parent Reunification Site is depicted above. The parents or guardians picking up a student will report to the "Request Gate" at the upper right. Signs will be posted by the Student/Family Reunification Team and Security Team Members will be stationed to assist parents or guardians in finding the "Reunion Gate." The arriving parents or guardians will be greeted by two or more members of the Student/Family Reunification Team who are working the request gate. The Team Members will provide the parents or guardians a copy of the "Student Release Form", asking the parents or guardians to complete the first section. A Team Member will then confirm the identity of the parents or guardians utilizing a government issued picture identification (driver's license, military ID, passport, etc.) and confirm that the parents or guardians are listed on the emergency data card for the student as being authorized to pick up the student. The parents or guardians will be asked to step around to the "reunion Gate" and wait for the Runner to return. [NOTE: The "Request Gate" and the "Reunion Gate" may be consolidated if there are too few Student/Family Reunification Team Members to run both locations.]

The Runner will deliver the "Student Release Form" to the two or more members of the Student/Family Reunification Team who are working at the entrance to the "Student Holding Area." The Team Members will have the requested student report to them if the requested student is present in the holding area. A Team Member will then record on a roster they maintain that the student has been released from the holding area, check off the "Sent with Runner" entry in the third section of the "Student Release Form" and send the student with a Runner to the "Reunion Gate." If, however, the student was never at school that day (absent), is being attended to at the First Aid station, has been taken to the hospital, is not available for pickup due to some other situation, or is missing, the Team Member will make the appropriate entry in third section of the "Student Release Form" and enter comments to clarify the status. The Runner will deliver the "Student Release Form" to the "Request Gate."

When the Runner delivers the "Student Release Form" and the student (if available) to the two or more Student/Family Reunification Team Members at the "Reunion Gate," the Team Members will call for the parents or guardians picking up the student. The parent's or guardian's identification will again be confirmed utilizing a government issued picture identification. The parents or guardians will then sign for the student and depart the area with the student. If, however, the parents or guardians must be notified that the student is not available for pickup, a Student/Family Reunification Team Member will escort the adult to the Notification Room, where the notification will be made privately based on the information provided in the third section of the "Student Release Form." The Team members in the Notification Room will be responsible for helping the adult and finding answers to the resulting questions.



<b>APPENDIX 2</b> <b>Directions for Student / Parent Reunification Drill</b>
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**What you need to do the drill:**Identification tags / volunteers:

- ✓ 3-7 Green - Runners – can be staff / volunteers / students
- ✓ 3 Red - security / counselor type person - staff / adult volunteers -1 at each post to help calm & explain process; prevent parents from running to field to pick up students without following the process. 1 at Request & 1 at Release, & 1 at First Aid.
- ✓ 3 Yellow – request gate -staff only
- ✓ 2-3 Blue – release gate adult or older student volunteers
- ✓ 2 Orange – staff or adult volunteers - student holding & attendance station
- ✓ 1 First Aid volunteer
- ✓ Parents 4 total - BJSB; (2 B parents, 1 J parent, 1 S parent)
- ✓ Students 3 total – BSJ (if not enough people to participate, use teddy bears)
- ✓ Teacher
- ✓ Emergency Information forms completed for each of the students
- ✓ Student Release / Runner forms at Request Gate
- ✓ Orange Binders “Confidential Student Emergency Information” at Request Gate
- ✓ Signs identifying the Request, Release, Holding Areas, etc.
- ✓ Location pre-identified for parent reunion (small signs – not so visible to avoid confusion)
- ✓ Pens and/or pencils / tape / paper

**Prior to the drill:**

- Train staff and student runners in the reunion procedures
- Determine the date and time the drill will begin
- Decide location for parent request / check-in
- Post visible signs
- Place students with ID Tags in various locations - holding and first aid
- Distribute Parent ID tags to volunteers and ask them to wait at the check-in area
- Keep Emergency forms alphabetized in orange CONFIDENTIAL Emergency Information binders

**Now you are ready to start the drill**

Parents begin arriving at request / check-in

- Parent completes Release Form box 1 at Request Gate or at location in front of Request Gate

- Only Staff members can check Emergency Information forms (kept alphabetically in orange books– confidential information); staff to verify Photo ID & sign off in box 2
- Parent goes to Reunion Gate to wait (may be escorted by runner if necessary)
- Runner takes form with them then gets student from Holding-Area
- Holding-Area Staff complete box 3 & return form to runner informing runner of the student location
- Runner takes form, gets student, and goes to Reunion Gate personnel. If a student is in first aid, attendance /holding area staff will mark the first aid box on the form; runner will then go to First Aid. First Aid Security/Counselor Staff will either direct runner to bring parent back to First Aid or if student is okay to leave, release student at that point to go with runner to Reunion Gate. If student is missing, seriously injured or dead, the parents or guardian will be led to the Notification Room for further information
- Release Gate personnel checks box 4, verifies it is the same person as box 1, verifies photo ID if available or student / adult verification of identity if ID not available; Release Gate personnel signs off on box 4
- Parent or person picking up student signs in box 5, writes destination/phone, time & date
- Runner takes form back to Request Gate staff to file behind Student Emergency Form in case someone comes there looking for same student at a later time
- Runner is now ready for next form

<p style="text-align: center;"><b>APPENDIX 3</b> <b>Student/Parent Reunification Sites</b></p>
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Indoor Reunification site #1

Reunion Gate Location: Mercer Hall

Holding Area Location: Classrooms, Gyms

Notification Room Location: A building-Attendance Office

Indoor Reunification site #2

Release Gate Location: A building

Holding Area Location: Classrooms, Mercer Hall, Gyms

Notification Room Location: A building- Counseling Office

Outdoor Reunification site #1

Request Gate Location: Visitors/Tunnel side gate

Holding Area Location: football field

Notification Room Location: Portable on Home/Tunnel side

Outdoor Reunification site #2

Request Gate Location: Flag pole

Holding Area Location: Quad and baseball Field

Notification Room Location: A building

<p style="text-align: center;"><b>Appendix 4</b> <b>Student/Parent Reunification Checklist</b></p>
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A. Student Release Team members:

Team Leader(s)  
Ann Davenport

Team Members  
Linda Ello-Kay  
Heather DeWeese  
Jill Barker  
Adelina Aleman  
Elva Monreal  
Tom Seyler

Leadership Class

B. Reunion Box

- \_\_\_\_\_1. Copy Student Emergency Release Form
- \_\_\_\_\_2. Authorization to Release Student in Emergency forms
- \_\_\_\_\_3. Student Accounting
- \_\_\_\_\_4. Runner Form
- \_\_\_\_\_5. Signage (**REUNION SITE**)
- \_\_\_\_\_6. Class Rosters