



Safety
and
Emergency
Response Plan



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Introduction

The purpose of the Granada Hills Charter (GHC) Safety and Emergency Response Plan is to provide a concise reference for all stakeholders including students, parents and staff members. 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

This Safety and Emergency Response Plan addresses Granada Hills Charter'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 School 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 GHC Safety and Emergency Response 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 GHC 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 Granada Hills Charter (GHC) Safety and Emergency Response Plan is to identify and respond to incidents by outlining the responsibilities and duties of Granada Hills Charter and its employees. Developing, maintaining and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during and after an incident. This plan provides parents and other members of the community with assurances that GHC has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan outlines an organized systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. GHC regularly schedules drills and training for faculty and staff.

Lastly, developing, maintaining, and exercising the School's Safety and Emergency Response Plan increases GHC's legal protection. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

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Scope

The Scope encompasses all of the Granada Hills Charter campuses. 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 GHC Safety and Emergency Response Plan outlines the expectations of staff; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

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 and the City and/or County Emergency Operation Center (EOC) in Los Angeles, California.

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. Granada Hills Charter 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

WHEREAS, Granada Hills Charter has implemented a School Safety and Emergency Response Plan for the 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 School'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 Safety and Emergency Response Plan, Granada Hills Charter, supports planning, training and exercising the plan at the school site level.

WHEREAS, Granada Hills Charter 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 Granada Hills Charter does hereby support the School Safety and Emergency Response Plan.

READ AND ADOPTED YEARLY BY THE GOVERNING BOARD OF Granada Hills Charter.

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SECTION 1

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 public 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.
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- 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 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.

SECTION 2

MITIGATION AND PREPARATION

Preparedness, Prevention and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Granada Hills Charter fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drill and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Granada Hills Charter is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Our video surveillance system and visitor check-in system offer protection to our stakeholders.

Mitigation includes activities to reduce the loss of life and property from natural or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. We have taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. Regular inspections are performed to ensure all buildings and structures are in good repair and sound condition. Repairs are made upon discovery of any unsafe situation.

Planning Assumptions and Limitations

Stating the planning assumptions allows GHC to deviate from the plan if certain assumptions prove not to be true during operations. The GHC Safety and Emergency Response Plan assumes:

- The school community will continue to be exposed and subject to hazards and

incidents, as well others that may develop in the future.

- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.

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- Maintaining the School Safety and Emergency Response Plan and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

Policies governing school safety and emergency preparedness and response within the school have been 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 Executive Director 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 Executive Director's Office, as needed:

- LAUSD
- 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

Criminal Background Checks

As required by law, all individuals working or volunteering at the School will be required to

submit to a background criminal investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive Director.

Child Abuse Reporting

It is GHC policy that all employees shall comply with the California State law child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows: "...any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred.

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Classroom teachers who become aware of suspected child abuse should request class coverage so that a report may be made to the proper authorities.

CAMPUS SAFETY, SECURITY, AND CRIME PREVENTION

Visitors on School Campus

Any person with official business must provide picture identification at the front door. Generally, visitors are not permitted on campus. For an exception to this rule, campus visitors must have the consent and approval of the Executive Director or designee.

Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Photography or filming on campus is prohibited without prior administrative approval. Students who are not enrolled at the school are not to be on the campus unless prior approval of the Executive Director or designee has been obtained. Visitors may not interfere, disrupt or cause substantial disorder in any classroom or school activity. Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation. •
- Provide identification and complete a visitor's permit upon arrival at the site. •
- Enter and leave the school and/or classroom as quietly as possible.
- Not converse with the students, teacher and/or instructional aides during the visitation. •
- Not interfere with any school activity.
- Keep the length and frequency of classroom visits reasonable.
- Follow the school's established procedures for meeting with the teacher, counselor, dean and/or administrative director after the visit, if needed.
- Return the visitor's permit to the point of origin before leaving the campus.

Student Identification

High School students must have a school ID card with the current grade level in their possession whenever they are on campus. Student ID cards are issued at registration during the summer. There is a make-up ID card day in September for students who did not receive an ID card in the summer. After that date, students who lose or misplace their card need to go the Attendance Office to obtain an application for a new ID, take it home to guardian/parent for signature, and return it to the Attendance Office with \$5.00 for a picture and a new ID. A \$10.00 charge will be assessed for further ID replacements. Thereafter detention will be assigned if a school employee asks to see a student's ID and he/she does not comply. Students who need a new ID card because of a grade change will be given one complimentary ID card at the time of the grade change.

Hall Passes

Students must have a hall pass any time they leave a classroom. Students are not allowed out of class during the first or last ten minutes of every period. Students may not use vending machines during class time. Students without a valid hall pass will be retained in the tardy room and detention may be assigned.

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Security Protocols

The School has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director or administrator. Employees should secure desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. Notify an Administrative Director or the Police Officer when keys are missing or if security access codes or passes have been breached.

Assessment of Threats

All threats – verbal or written - made against the school or the lives of others will be taken seriously. All staff members have an obligation to report any threat to a school administrator. Threats will be investigated immediately, and if substantiated, may subject the perpetrator to legal action. Students making threats will be subject to disciplinary action such as suspension and/or expulsion as well as legal action. Guidance counselors, the school psychologists, the school social workers and the school nurses are available to meet with students to allow students to express their concerns about themselves and their safety as well as concerns about other students.

Police Officer and Security Aides

A uniformed School Police Officer is assigned to the Zelzah campus and provides support to the Devonshire campus. Ten Campus Security Aides are employed to constantly monitor the campuses.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition,

all employees should know the local emergency numbers such as 911.

Emergency Response Plans

All staff members are required to participate in all Emergency Drills and Procedures. Yellow emergency folders are located in each high school classroom and office delineating the procedures during specific types of emergencies. Evacuation routes are posted in all classrooms on all campuses.

General Comments on Student and Employee Security

To assist in the maintenance of a safe and secure school environment, all staff should adhere to the following:

- Report to the Main Office prior to proceeding to assigned classrooms or work areas. • Secure all personal valuables.
- Lock classroom doors and windows when working alone before or after school hours and when leaving an empty room (including restrooms).
- Secure desks or offices at the end of the day.
- Not leave valuables or personal articles around the workstation that may be accessible when called away from the work area for an extended length of time.

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- Exercise stringent control of assigned school keys and never give or loan school keys to students.
- Use a buddy system when working in isolated areas and/or traveling to and from parking areas.
- Report any persons loitering in or adjacent to parking areas or sitting in a parked car. • Instruct students to avoid strangers while traveling to or from school. • Use the brown classroom phones to contact the Main Office for emergency situations. • Report any crime or suspicious activity to our resident School Police Officer.

Surveillance Cameras

For student and staff protection, certain areas of the school campus are subject to surveillance by cameras.

Metal Detector Usage and Campus Searches

To maintain our safe campus, and particularly to help in the detection of weapons, mandatory metal detector searches of students and lockers are performed. Metal detector searches are conducted in a fair and impartial manner according to legal guidelines. Every effort is made to respect students and their rights in the course of these searches.

In addition, upon reasonable suspicion, school officials may conduct searches of students and student belongings on campus. While every effort will be made to maintain open and strong communication between the school and home, it may be necessary for school personnel to search and/or interview a student without prior notification to the parent or guardian.

Lockers are the property of GHC. Lockers can be searched for safety, disciplinary, or health reasons. The school reserves the right to search any lockers on a random basis, or all lockers at any time, including searches with drug-sniffing dogs, without the student's knowledge.

Canine Search Program

As part of our safety plan, periodic unannounced canine visits will take place. Any canine inspection may not be arbitrary, capricious, or discriminatory.

Parental Notifications of Searches/Interviews

While every effort will be made to maintain open and strong communication between the school and home, it may be necessary to administratively search and/or interview a student without notifying the parent or guardian. The school conducts daily random searches as part of the School Safety Plan.

Electronic Devices/Cell Phones

Cell phones are permitted to be brought to school; however, **CELL PHONES MAY NOT BE DISPLAYED OR USED ON CAMPUS DURING SCHOOL HOURS, PERIODS 0-6, BEGINNING AT 7:25 A.M. AND ENDING AT 3:20 P.M. THIS APPLIES TO ALL STUDENTS REGARDLESS OF EARLY DISMISSAL CLASS SCHEDULE. ALL CELL PHONES MUST BE TURNED OFF DURING SCHOOL HOURS.** If phones are used, displayed, turned on, earbuds/earphones visible whether it be around the neck or hanging from the ears, the cellphone will be confiscated, two (2) hours detention will be assigned and a parent or person authorized on contact list will be required to pick the phone up Monday - Friday from 6:45 a.m. - 4:15 p.m. Smartwatch Policy: If a smartwatch is being used other than to know the time, the cellphone will be confiscated, two

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(2) hours of detention will be assigned and a parent or person authorized on contact list will be required to pick the phone up Monday – Friday between 6:45 a.m. and 4:15 p.m.

It is not recommended that students bring cell phones or any valuables to school. Phones brought to school will be brought at the owner's risk. The school will not be responsible for lost or stolen phones, and the school police or deans will not investigate loss.

Electronic Devices Non-Cell Phone: Upon entering any campus, all electronic devices whether they are used for communication (verbal or texting or listening pleasure, (iPods, MP3 players, laptops, tablets, Google Glass, smart watches, cameras, etc.) and attachments (ear phones, ear buds, speakers, etc.) should be turned off and put away during school hours. They should not be visible or audible during the school day beginning at 7:25 a.m. and ending at 3:20 p.m. If any such device is brought to school, it shall remain "off" and stored in a backpack, purse, pocket, or other place where it is not visible during school hours. If such a device is observed by school staff, it will be confiscated. Confiscated electronic devices may be picked-up by students as follows: If confiscated on Monday-Wednesday, pick up on Friday after school by 4:00 p.m. If confiscated on Thursday-Friday, pick up the following Friday after school by 4:00 p.m. Parent presence is not required for pick-up of confiscated devices; however, if an electronic device is picked up by a parent or person authorized on contact list prior to the designated pick up day, one hour of detention will be issued. The school will not be responsible for the loss or theft of any electronic device. Due to the number of incidents, the school will be unable to investigate the loss.

Occupational Safety

The School is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School employee. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to

perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. The School's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

VIOLENCE PREVENTION AND INTERVENTION

Policy Prohibiting Unlawful Harassment

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment. The School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age,

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sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School will not condone or tolerate harassment of any type by any employee, student, independent contractor or other person with which the School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs; • Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis; • Retaliation for reporting or threatening to report harassment; or
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix B for "GHC Sexual Harassment Complaint Form."

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Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as
 - Rape, sexual battery, molestation or attempts to commit these assaults; and
 - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience;
 - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct; and
 - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

The School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

Students can report incidents of sexual harassment to teachers, counselors, deans, or the school social worker. If this offense affects the school environment or a student's attendance or learning process, the offender will be subject to disciplinary action.

Hate-Motivated Incidents or Hate Crimes

It is the intent of GHC as an educational institution to meet the academic and intellectual needs of all students. Harmonious human relationships are essential to creating a learning and working environment that prepares students in developing the necessary skills for successful communication and interaction with people of diverse backgrounds and understanding of the rights and duties of people in our society. Hate-motivated incidents and hate crimes are not tolerated on the school campus or within the GHC community. The prevention of hate motivated incidents/hate crimes is an integral part of the GHC safe school plan.

Hate-motivated incidents are defined as "an act or an attempted act which constitutes an expression of hostility against a person or property or institutions because of the victim's real or perceived race, religion, disability, gender, nationality or sexual orientation. This may include bigoted insults, taunts, slurs, distributing or posting hate-group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes, or leaflets." Hate crimes are defined as "an act or an attempted act by any person against the person or property of another individual or institutions which in any way constitutes an expression of hostility toward the victim because of his or her actual or perceived race, religion, disability, gender, nationality, or sexual orientation. This includes, but is not limited to, threatening telephone calls, hate mail, physical assault, vandalism, cross burnings, destruction of religious symbols and fire bombings."

School policy dictates a timely response to such incidents with appropriate discipline, intervention, law enforcement involvement, and process for any student or employee who engages in such acts. Teachers and administrators are responsible for enforcing the school policy against hate crimes and establishing a zero-tolerance policy within the classroom and school environment.

Whistleblower Policy

The School requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a

governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action.

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No Corporal Punishment or Inappropriate Interaction

As defined by law, the use of corporal punishment as a disciplinary option with any student is banned. GHC encourages the use of positive approaches to discipline and classroom management to ensure that students conform to proper standards of conduct. Further, all staff must conform to professional standards of behavior when interacting with students.

Prohibition Against Drugs, Tobacco and Alcohol

Alcohol, tobacco and nicotine products (such as cigarettes, chew, or other related products and replica nicotine products) are prohibited and students found in possession, or having used such products under school jurisdiction, will receive specified consequences that could include suspension, recommendation for participation in deterrent programs, opportunity transfer, exclusion from extra-curricular activities or expulsion. Possession of drugs at school may also constitute a crime and will be reported to School Police.

Any student found to have participated in the unlawful sale of drugs may be recommended for expulsion and may be subject to criminal prosecution.

Prohibition Against Firearms, Weapons, and Other Dangerous Objects Granada Hills Charter maintains a "Zero Tolerance Policy" for any type of dangerous object. Therefore, school administrative directors will take immediate appropriate action against any student found in possession of a dangerous object. Dangerous objects include, but are not limited to, knives (including Swiss Army-style knives, X-Acto knives, utility knives), razor blades, martial arts combat equipment, clubs, brass knuckles, explosives, and any type of firearm or BB/Pellet gun (including replica guns). Any student who inadvertently brings an object onto campus that is prohibited should turn it in to a dean, counselor, or administrative director immediately; doing so may avoid disciplinary consequences. Pursuant to the Federal Gun Free Schools Act, and in accordance with California law, any student found in possession of a firearm shall be recommended for expulsion. Storage of any of these items in areas such as, but not limited to, lockers, purses, backpacks, or automobiles is deemed to be "in possession."

Anti-Bullying

Granada Hills Charter (GHC) is committed to having a learning and working environment that is free from bullying. *Bullying* is any aggressive, knowing or intentional behavior meant to hurt, embarrass, or humiliate someone else. Bullying involves an imbalance of power and strength. GHC considers bullying to be a serious offense that can result in disciplinary action to the

offending student including detention, suspension, alternative school placement, or expulsion.

Any GHC student who believes that she or he has been a victim of bullying or knows a student who has been the subject of bullying, shall bring a complaint to the attention of a dean, counselor, nurse, administrative director, or trusted adult so that appropriate action may be taken to resolve the complaint. Faculty, staff, parents, or community members witnessing or hearing of bullying may stop the bullying when possible and will report the incident immediately to the Deans' Office. The offender may be subject to disciplinary action if the bullying action negatively affects the school environment, the victim's attendance, the victim's feelings about him- or herself, and/or the learning experience.

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Bullying is a form of violence. It can be physical, verbal, psychological, sexual, or technology related. Bullying may include, but is not limited to the following:

- Physical: Pushing, shoving, kicking, hitting, spitting, or otherwise physically assaulting another person
 - Psychological: Purposely excluding or ostracizing someone, or intimidating another person
 - Psychological: Spreading rumors or gossiping
 - Verbal: Using words or actions to intimidate someone
 - Verbal: Teasing someone about his or her body, intelligence, race or ethnicity, disability, gender, gender identity, gender expression, nationality, religion, sexual orientation, or any other characteristic that upsets that person
 - Verbal: Insulting others, threatening or name-calling
 - Verbal: Making threatening phone calls or sending mean e-mails or texts • Cyber bullying: Posting online unauthorized pictures or cruel messages about someone • Cyber bullying: Using someone else's identity inappropriately in email, instant messaging, or elsewhere online
 - Sexual: touching, assault, exhibitionism, and many of the acts listed above
- Consequences for students who have engaged in Bullying Behavior may include the following, and will be addressed in concert with the student discipline policy:

1. Counseling/Warning
2. Detention
3. Parent/Student/Dean conference
4. Referral to School Police and possible arrest
5. Suspension
6. Opportunity Transfer
7. Recommendation for Expulsion

All GHC staff participates in an annual review of and training on our school's bullying and student discipline policies. Students review our bullying policy during the required Summer Transition Academy and are continually reminded through school banners and message boards across campus.

Cyber Bullying

Cyber bullying is the use of any electronic device, such as cell phones and computers etc., which are used to send instant messaging, e-mail, etc. to harass, threaten, or intimidate

someone. Common sites used are Facebook, Twitter, and MySpace. Students can take active measures by blacklisting or whitelisting e-mail accounts, changing e-mail addresses, changing ISPs, changing cell phone accounts, and attempting to trace the source. It may be advisable to inform the local police department or consult an attorney. If this offense affects the school environment, and or a student's attendance and learning process, the offender will be subject to disciplinary action.

Sexting

Sexting is the act of sending sexually explicit messages or photographs, primarily between cell phones. Students who text photographs of themselves or of their friends or partners may be

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charged with distribution of child pornography in a court of law. Those who receive pornography may be charged with possession of child pornography in a court of law. If this offense affects the school environment, and or a student's attendance and learning process the offender will be subject to disciplinary action.

Abuse of Pupil at the School Site

The appropriate local law enforcement agency shall investigate complaints filed by parents or guardians of pupils against a school employee or other person that commits an act of child abuse at a school site.

SCHOOL DISCIPLINE/ATTENDANCE

STUDENT SUSPENSION/EXPULSION POLICY

The GHC Student Suspension/Expulsion Policy mandates that:

"The GHC expulsion review committee shall recommend expulsion in those cases where the expulsion review committee has found that a student has been in possession of a firearm, brandished a knife at another person, possessed an explosive device; committed or attempted to commit a sexual assault or committed a sexual battery; or has sold a controlled substance as defined in Chapter 2, commencing with Section 110053, of Division 10 of the California Health and Safety Code. These incidents are enforceable at school or at a school activity off school grounds."

The above policy action affects only the operation of expulsion review committees and does not alter or limit the responsibility of local school administrative directors as indicated below in the *Guidelines for Student Expulsions*.

GUIDELINES FOR STUDENT SUSPENSION/EXPULSION

The Executive Director/Designee of GHC may recommend disciplinary action, up to and including suspension or expulsion if it is determined that a student has committed any of the following acts:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other

dangerous object.

4. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered or otherwise furnished to a person another liquid, substance, or material and represented it as a controlled substance, alcoholic beverage, or intoxicant.

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6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine including electronic cigarettes and vaporizers.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teacher, administrative director, school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
14. Committed or attempted to commit a sexual assault or committed a sexual battery.
15. Harassed, threatened or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in, or attempted to engage in, hazing.
18. Engaged in an act of bullying.

The above list is not exhaustive.

Alternatives to suspension and expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

OPPORTUNITY TRANSFERS

Opportunity transfers may be voluntary or involuntary. Voluntary transfers are often initiated at the parent's request. Involuntary transfers are used as a means of discipline or alternative setting and do not require parental approval. There are two primary purposes for which disciplinary/involuntary Opportunity Transfers may be issued:

1. To promote the positive social adjustment of a particular student.
2. To promote school safety for all students.

READMISSION OF FORMER STUDENTS

If a student has been checked out for disciplinary reasons, their request for re-admittance must be reviewed and approved by the Deans' Office and administrative director.

MANDATORY EXPULSION RECOMMENDATION

The Executive Director/Designee *will* recommend expulsion if it is found that a student has committed one of the following acts:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or committing a sexual battery.
- Possession of an explosive.

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READMISSION OF EXPELLED STUDENTS

The decision to readmit a pupil previously expelled from GHC shall be at the discretion of the Governing Board following a meeting with the Executive Director or designee (Administrative Director), the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Executive Director or Designee will make a recommendation to the Governing Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon GHC's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued.

STUDENT SEARCHES

The Fourth Amendment of the United States Constitution protects individuals from unlawful searches. However, the law allows school officials to conduct searches of students under certain circumstances.

Searches Based on Reasonable Suspicion

If a student has engaged in conduct that causes an administrative director to have reasonable suspicion that the student has committed or is about to commit a crime or has violated statutory laws or school rules, the administrative director may conduct a search of that student. The administrative director must:

- Be able to articulate the reason for his or her suspicion and the facts and/or circumstances surrounding a specific incident.
- Be able to reasonably connect the student to a specific incident, crime or rule or statute violation.
- Have relied on recent, credible information from personal knowledge and/or other eyewitnesses.
- Ensure that a search based on the reasonable suspicion is not excessively intrusive in light of the student's age and gender and the nature of the offense.

- Follow-up on a credible tip, even if anonymous.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct.
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary.

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- Searches based on reasonable suspicion will be conducted in a private area whenever possible.

Random Metal Detector Searches

To maintain a safe campus, there will be metal detector searches of students and lockers. Every effort will be made to respect students in the course of these searches. Searches of students will be conducted with a “wand” in a fair and random manner.

Lockers are the property of GHC. Lockers can be searched, without reasonable suspicion, for safety, disciplinary, or health reasons. The school reserves the right to search any or all lockers at any time, without the student’s knowledge.

California courts and the California Attorney General's Office have approved the use of random metal detector searches for weapons. Random use of metal detectors is appropriate only if: • The method of selection of students to be searched is genuinely random. • Students selected to participate in random metal detector searches are selected without regard to personally identifiable characteristics such as race, gender, surname, group affiliation, or past history of misconduct (i.e., selection is random).

- The searches are minimally intrusive.

If, as a result of a metal detector search, reasonable suspicion arises that a particular student may have a weapon, school officials may conduct a search of that student in accordance with the above guidelines for reasonable suspicion searches.

Police Officer

A uniformed School Police Officer is assigned to the Zelzah campus and provides support to the Devonshire campus. Both sites are monitored by campus security aides.

Canine Search Program

As part of our safety plan, periodic unannounced canine visits will take place. Any canine inspection may not be arbitrary, capricious, or discriminatory.

Surveillance Cameras

For student and staff protection, certain areas of the school campus are subject to surveillance by cameras.

Parental Notifications of Searches/Interviews

While every effort will be made to maintain open and strong communication between the school and home, it may be necessary to administratively search and/or interview a student without notifying the parent or guardian. The school conducts daily random searches as part of

COMPULSORY EDUCATION

Students who are between the ages of six and eighteen years, and not otherwise exempted, are subject to compulsory full-time education. Students who are at least sixteen years of age are allowed to attend school part-time through a continuation or other alternative education program. Parents are required by law to send their children to school. Failure to comply with

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these requirements may lead to a referral to a School Attendance Review Team (SART), a School Attendance Review Board (SARB), the District or City Attorney's Office, and/or the Juvenile Court. When necessary, legal action can be taken against the parent or the student, depending on who is responsible for failing to comply.

Los Angeles City and Los Angeles County have loitering ordinances. They prohibit any person under the age of eighteen and subject to compulsory school attendance from loitering in or upon the public streets, highways, roads, alleys, parks, playgrounds, or other public grounds during school hours on days when school is in session. Students who violate these ordinances may receive a citation, may have to appear in court with his/her parent/guardian, may have a fine imposed by the court, and risk having his/her driver's license held.

ATTENDANCE POLICY

Student absences have a direct impact on performance and grades. The High School Attendance Plan was devised to keep students in class and reduce the number of days absent. Students may have as many as 14 absence days per semester, which includes days for illness, non-citation related court dates, or other absences. Students enrolling after the second week of school have their allowable absences pro-rated.

Following is an outline of the attendance plan:

1. Students who are absent 15 or more times from a class will receive a grade of Fail and be dropped from the class.
2. Students will be enrolled in an alternate course for elective credits.
3. Tardy lockouts are held every period during the day and students not in their seat when the tardy bell rings will be sent to a study room and receive an unexcused absence.
4. The school will make every effort to notify parents of troublesome attendance patterns; however, it is the student's responsibility to maintain satisfactory attendance.
5. The fifteen-day absence policy includes **excused/unexcused absences, absences due to suspensions, and tardy marks.**

COORDINATED SCHOOL HEALTH

Health Office Information

The GHC High School Health Office is open during classroom hours. It is staffed by two registered nurses, a School Social Worker, and a Clerk. Students with any physical or emotional health problem may come to the Health Office with a written pass from his/her teacher. The parent/guardian will be called if the student needs to go home. When picking up an ill student, the parent must come into the Health Office to sign the student out. If a student goes home due to illness, he/she may not return the same school day. Current emergency information **MUST** be on file at the school so that parents can be notified promptly in case of an accident or illness involving their child.

The GHC TK8 Health Office will handle all medical/health issues with the TK8 student population.

Physical Examinations

Students enrolling for the first time in secondary schools are encouraged to provide the school with a report of a recent physical examination. Forms for this purpose may be obtained from the school nurse and the GHC website under athletics.

Each student in grades 9-12 planning to tryout for or participate in interscholastic athletics must pass a yearly physical examination by a licensed physician to comply with school policy and California Interscholastic Athletics (CIF). Athletes will receive instruction for meeting the requirements from the coach and/or Athletic Director. Athletes are strongly urged to have this examination by their private physician. The completed form, signed, dated and stamped by a licensed physician, is to be returned to the school nurse for review and approval before a student may participate in tryouts, practice and/or competition.

Screening of the student's vision and hearing will be done at the school site in accordance with state mandates. Parents/guardians will be notified of any findings in these mandated screening tests that require further attention.

Medication

Students may not carry or use any medication, including over the counter or prescription, at school without a written physician order and parent/guardian consent and until cleared through the Health Office.

It is the policy of Granada Hills Charter that any pupil who is required to take medication prescribed (prescription or over the counter) during the school day may be assisted by the school nurse or designee when the school receives:

1. A written statement from the physician stating the method, amount and time that the medication is to be taken and
2. A signed consent of the parent or guardian of the pupil. The required form is available in the Health Office or online under Health Office Forms.

School staff other than Health Office personnel are not permitted to administer any medication at any time. Self-administration of asthma inhalers and epi-pens for severe allergies is permissible by special arrangement with the school nurse.

A student's parent/guardian is responsible for picking up any remaining medication at the end of the school year. If left in the Health Office after the last day of school, the medication will be destroyed.

Physical Education Excuses

All students in grade nine, regardless of the above exemption under Education code 51242, must take two semesters of Physical Education in grade nine and take the California Physical Fitness Exam. GHC does not offer permanent exemptions for Physical Education. However, GHC does offer a modified Physical Education class for students with temporary disabilities and

Adaptive Physical Education for students with severe physical disabilities who qualify under an IEP or 504 plan.

Parents may write excuses for up to three (3) days per semester for minor problems. Parents are encouraged to use the form available online. Handwritten notes will be not accepted after

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the fall of 2019. If the student needs to be excused from physical education, students must bring the form for physical education excuses to the Health Office before school starts for that day.

Any physical education excuse for over three (3) day and up to two weeks must be written by a physician using the modified PE form on the GHC website. The form must state the date and recommendations regarding physical education classes or activity on campus. Students are encouraged to work with their doctor to identify specific physical activities that students can safely perform based on the nature and extent of the injury or illness.

A medical excuse over two weeks from a physical education class may be granted to a student who is unable to participate in regular physical education curriculum for a temporary period of time due to illness or injury per physician's written recommendations presented to the Health Office. The modified PE form which is located on the GHC website, must be written by a physician. The form must state the date and recommendations regarding physical education classes or activity on campus. Students are encouraged to work with their doctor to identify specific physical activities that students can safely perform based on the nature and extent of the injury or illness. Students with injuries or disabilities, which are temporary in nature, are not eligible for special education and/or related services as the disability will diminish significantly or will disappear over time. Some examples are broken bones, pulled ligaments and muscles, and infections. However, some students with temporary disabilities may need modifications such as "no running," "no contact sports," or "use of crutches" as determined by a physician and in consultation with the parent to determine the extent to which a student may participate in the physical education program. Students with temporary disabilities lasting more than two weeks may participate in modified physical education or request a program change.

A COMPREHENSIVE POLICY FOR SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION

The Granada Hills Charter Governing Board recognizes that access to school based mental health services and supports directly improves students physical and psychological safety; enhances academic and cognitive performance; and support learning as well as social and emotional development. The Governing Board recognizes that suicide is a major cause of death among youth and that all suicide threats must be taken seriously. The Executive Director or designee shall establish procedures to be followed when a suicide attempt, threat or disclosure is reported. The school shall also provide students, parents/guardians and staff with education that helps them recognize the warning signs of severe emotional distress and take preventive measures to help potentially suicidal students. A copy of the GHC comprehensive policy is available on the School's website.

Suicide Prevention: What Parents Need to Know

Suicide is the second leading cause of death in young people 12 – 18, and among college-age youth. More teens and young adults die from suicide than from cancer, heart disease, AIDS,

birth defects, stroke, pneumonia, influenza, and chronic lung disease combined. Youth suicide is one of the most frightening topics for parents and educators. However, it must be addressed: Suicide is preventable! The more we know about it, the better prepared we are to respond to an existential mental health crisis in a young person's life. To ensure the safety of our students, the GHC Board Policy requires a readmittance conference in the Health Office when

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students are absent due to a psychiatric illness or emergency. Students will not be permitted to return to school without the re-admit conference.

Warning Signs

Four out of five completed suicides give clear warning signs of their intentions. If we learn the signs and know how to respond, we may be able to help 80% of the teens who are contemplating suicide.

Many times, signs of concern mimic "typical teenage behaviors". So, how can we know if it's just "being a teenager" or something more? If the signs are persisting over a period of time, several of the signs appear at the same time, and the behavior is out of character for the young person as you know him/her, then close attention is warranted.

Below are some statements you may hear and some signs you may observe. Anytime you have a concern about a young person's actions and/or behaviors, be proactive. Talk with your child. Ask questions. If necessary, seek professional help. The professionals at GHC will be able to help with resources.

Suicide Threats: Direct and Indirect Statements

People, who talk about suicide, threaten suicide or call suicide crisis lines are about 30 times more likely to kill themselves than those who don't. Take suicide threats seriously. 1. "I'd be better off dead."

2. "I won't be bothering you much longer."
3. "You'll be better off without me around."
4. "I hate my life."
5. "I am going to kill myself."

Other Signs

Suicide threats are not always expressed verbally. They can turn up in assignments, on essay tests, in artwork, or poems. Furthermore, they are common in text messages and on social networks.

1. Sudden, abrupt changes in personality
2. Expressions of hopelessness and despair
3. Declining grades and school performance
4. Lack of interest in activities once enjoyed
5. Increased irritability and aggressiveness
6. Withdrawal from family, friends and relationships
7. Decline in hygiene and grooming
8. Changes in eating and sleeping habits
9. Experiencing a recent loss (death of a loved one; relationship break-up; failing grades)
10. Increased use or abuse of alcohol or drugs
11. Recent separation or divorce of parents
12. Feelings of loneliness or abandonment
13. Feelings of shame, guilt, humiliation or rejection

14. Increased physical complaints, such as head-aches, stomach-aches, loss of energy, etc.
15. Taking excessive risks, being reckless
16. In real or serious trouble, especially for the first time

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17. Problems staying focused or paying attention

Previous Suicide Attempts

One out of three suicide deaths is not the individual's first attempt.

1. The risk for completing suicide is more than 100 times greater during the first year after an attempt.
2. Take any instance of deliberate self-harm seriously.

Final Arrangements

Once the decision of suicide has been made, some young people begin making final arrangements.

1. Giving away prized or favorite possessions
2. Putting their affairs in order
3. Saying good-bye to family and friends
4. Making funeral arrangements

This is not an all-inclusive list of signs of concern. Anytime you notice behaviors that concern you, ask questions and seek professional help.

Protective Factors

Resilience is the ability to bounce back from stressful situations, difficult circumstances, and setbacks. According to the National Association of Social Workers (NASW), resilience results from a number of protective factors in the lives of young people.

These are some of the ingredients that help build resilient teenagers:

1. Caring and nurturing family relationships and open communication
2. Community support
3. Positive peer relationships
4. Religious and cultural beliefs that discourage suicide
5. Solid problem solving and conflict resolution skills
6. Good health and access to health care
7. Access to mental health and substance abuse services
8. No access to guns and other means of suicide

Young people who struggle with their sexual orientation and gender identity (LGBT youth) are at significantly higher risk for suicide than their heterosexual counterparts who feel secure in their gender identity. LGBT youth don't die by suicide because they are LGBT. They attempt and die by suicide because of rejecting families and communities and societal homophobia. The Substance Abuse and Mental Health Services Administration (SAMHSA) has published an 18-page guide for parents who want to raise their LGBT children into healthy adulthood.

Where Do I Seek Help?

As outlined, youth suicide is a common and complex problem. However, it is not as complicated to help a suicidal teen as it seems. All parents have the drive to protect and safeguard their children. Not everyone, however, has a big and supportive network of

extended family, friends, and community. This is why it is so important to have access to professional help and resources. Here are the most important ones

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- If you feel that your son or daughter is in imminent danger or has already attempted suicide, call 911.
- If your son or daughter needs immediate mental health assessment because of suicidal signs you recognize, call the 24-hour Access Line of the Department of Mental Health (800) 854-7771
- If you are worried about your son or daughter's mental state during business hours, call Valley Coordinated Children's Services and ask for an Officer of the Day. The therapist on duty will conduct a phone assessment of your child, will ask you additional questions, and advise you on how to proceed. (818) 708-4500.
- In case you are a member of Kaiser Permanente, you can call the 24-hour access line for help. Mental health specialists are standing by for assessment and immediate assistance (800) 900-327
- Contact the GHC Health Office or any GHC staff member if you believe your child is at risk.

You can find further helpful mental health resources on the Granada Hills website and in the GHC Suicide Prevention, Intervention and Postvention Policy available on the School's website.

Miscellaneous Health Information

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Students must be fever free for 24 hours without the use of fever reducing medicines before returning to school. The student must check in at the Health Office upon returning to school. A student with suspected conjunctivitis (pink eye) will be excluded from school and must return with a doctor's note.

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancer or organ transplants.

Blood donation drives in cooperation with the Red Cross or other agency may be held on senior high school campuses. Efforts will be made to notify parents/guardians of planned blood donor drives; however, the written consent of the parent/guardian is no longer required for participation of students 17 years or older.

School authorities may excuse any pupil in grades 7-12 from the school for the purpose of obtaining confidential medical services without the consent of the parent or guardian per C.E.C. Section 46010.1.

Students with a medical condition and who have been approved by the School's Health Office may be allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. However, Granada Hills Charter may regulate the type of sun protective clothing/headgear worn by students. Granada Hills Charter is not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for his/her outdoor activities while at school.

Condom Availability Program

GHC will make condoms available at no cost to students who request them unless the parent/guardian withdraws permission by submitting a written letter to the Health Office.

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This is in an effort to decrease the spread of sexually transmitted disease including HIV. While the school does offer education that emphasizes abstinence as the only one hundred percent effective method of preventing infection, the proper use of a condom does provide protection against sexual transmission of the HIV/AIDS virus and other sexually transmitted diseases. In making condoms available GHC assumes no liability.

Health Insurance

Children's Health Access and Medi-Cal Program (CHAMP) provides information and assists parents to access health and insurance for their children ages 0-18. Parents can call a toll free Helpline at 1 (866) 742-2273. Students injured while involved in school related activities have additional insurance coverage through Granada Hills Charter High. See the Business Office for details.

COMMUNITY RESOURCE GUIDE

EMERGENCY MEDICAL AND MENTAL HEALTH SERVICES

- 24 Hour Emergency Center.....(818)885-5396
- Northridge Hospital Medical Center - 18300 Roscoe Blvd., Northridge .(818)885-8500 Olive View/UCLA Hospital – 14445 Olive Dr., Sylmar.....(818)364-1555 Providence Holy Cross Medical Center – 15031 Rinaldi St., Mission Hills (818)365-8051
- Psychiatric Emergency.....(818)364-4340
- Valley Coordinated Children’s Services.....(818)708-4500
- Child & Adolescent Mental Health Crisis (M-F 8 a.m.- 5:00 p.m.)

HELPLINES

Alateen	(213)387-3158
Alcoholics Anonymous.....	(323)936-4343
California Youth Crisis Line (Runaways and all other problems).....	(800)843-5200
Child Abuse Hotline.....	(800)540-4000
Didi Hirsch Suicide Prevention Center	(877)727-4747
Eating Disorders Referral Service	(800)931-2237
El Nido Family Services	(818)830-3646
Fire, Police, Ambulance.....	911
Gay and Lesbian Youth Talkline.....	(800)246-7743
Homework Hotline Teachers Helpline	(800)527-8839
Info Line – General Info + Referrals	211 LA Rape
and Battery Hotline	(800)656-4673
Marijuana Anonymous.....	(818)759-9194
Poison Control Center	(800)222-1222
Safe Rides – Fri. + Sat. 10 p.m. – 2 a.m.	(661)259-6330
San Fernando Valley Coalition on Gangs	211 Suicide
Prevention Hotline.....	(800)273-8255 Teen
Line.....	(800)852-8336 Valley
Community Clinic	(818)763-4070 Valley
Trauma Center – Sexual Assault.....	(818)886-0453

SECTION 3
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, 1006 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:

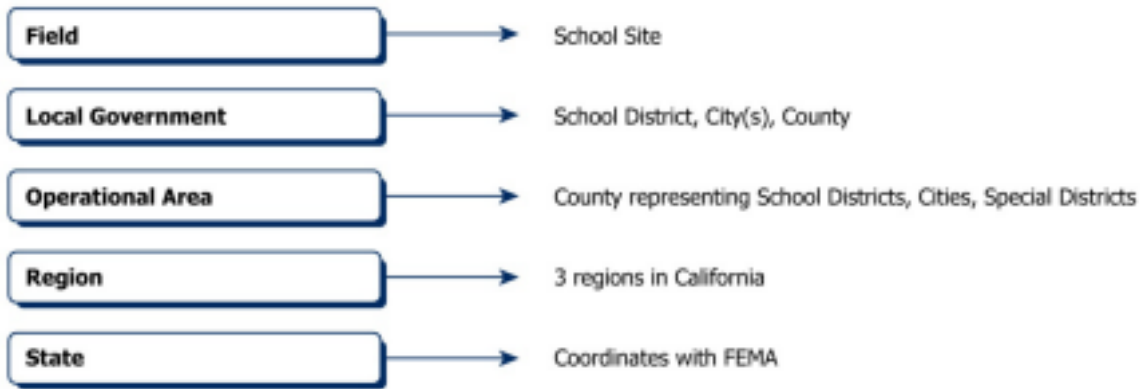
- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

Public schools have mutual aide 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 (3 regions in California: Inland Region, Coastal Region and Southern Region. Granada Hills Charter is in the Southern Region).

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

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.

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 section 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.

Command (The “leaders”)

Responsible for the overall policy, direction, and coordination of the emergency response effort in school Command Post. Command staff are 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 includes 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 be performed, called management, planning, operations, logistics, and finance/administration.
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.

LIAISON
INTELLIGENC
E
LOGISTICS FINANCE

OPERATIONS PLANNING

Leaders	Gate	
Leaders	Coordinat	
Leaders	ors	Supplies/Equip.
Leaders		Coordinator
	Release/Reuni	
	on Gate	
Search Team	Coordinators	
Coordinator		
	Student	
First Aid	Supervision	
Coordinator	Coordinator	
	Utilities	
Mental		Facilities
Health		Coordinator
Coordinator		
Security		
Coordinator		39
		Secretary/Recorder
Request	Food/Water	
	Coordinator	

Granada Hills Charter Zelzah Campus Emergency Response

Team Station Locations and Staff Assignments

Incident Command Center:

SEARCH and RESCUE Teams Team 1

A, B, C, and Admin Buildings

- Staff (Leader)
- Staff
- Staff
- Staff

Team 2

Cafeteria, Student Store, D, E, F Buildings • Staff (Leader)

- Staff
- Staff
- Staff

Team 3

G, H, and iGranada Buildings

- Staff (Leader)
- Staff
- Staff
- Staff

Team 4

PE, L, Q and M Buildings

- Staff (Leader)
- Staff
- Staff

Team 5

J, K, R, and AG Buildings

- Staff (Leader)

- Staff
- Staff
- Staff

Main Office Area – Inside or Outside depending on situation • Staff Assigned

Staging Area:

Sports Complex Room 6 (near Boys PE office)

- **All staff without assignments report to this area**

First Aid/Morgue:

Girls PE Area, Batting Cage

- Staff Assigned

Request Gate:

Zelzah Parking Lot by Flagpole

- Staff Assigned

Mental Health:

Tennis Courts

- Staff Assigned

Information Gate:

Main Entrance at Kingsbury St.

Release/Reunion Gate:

Zelzah Parking Lot Football Field Entrance

- Staff Assigned

SECTION 4 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. 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 5

THE SCHOOL EMERGENCY RESPONSE TEAM (SERT)

Selecting the Members of the School Emergency Response Team

The Executive Director and his/her leadership team are responsible for assembling the School Emergency Response Team (SERT). The members of the team change from year to year and at times in the middle of

the year due to attrition. The School's Safety Committee regularly consults with the Executive Director and administrators to keep an updated and current response team list.

The Roles of the Members of the School Emergency Response Team

1. 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 a plan of action
5. Provide Board/City Officials 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 Coordinator:

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.

2. OPERATIONS TEAM

Operations Leaders:

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 and Reunification
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 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

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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.

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 Team Coordinator:

Job Description: Manage the search efforts.

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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 Team's 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.

Responsibilities for Search Team in the event of a fire:

Until the police and Fire Department have arrived, the search team will direct the fire fighting 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.

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.
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.

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Site Facility Check/Security:

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.

Student Supervision/Assembly Area 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:

Job Description: Release students to authorized adults.

Responsibilities:

1. At the direction of the IC, release students to authorized adults.

Procedures for releasing students

- a. Parent of guardian reports to the Student Request Gate identifying the student(s) he/she desires to pick up on the request form and provides identification.
- b. Staff checks the emergency contact list to verify the adult is authorized, and that the student(s), may be released to that person.
- c. Staff identifies the location of the student and notifies the Assembly Area team by radio or runner to send the student to the Release Gate. The authorized adult is sent to the Reunion Gate with the release form.
- e. At the Reunion Gate the adult's identification is verified for a second time and is then asked to sign in release of the student.

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Procedures for Adults when picking up student(s)

- a. Proceed to the Request Gate near the flagpole of the Zelzah Avenue parking lot and line up according to student's last name.
- b. Fill out the Student Release form and provide identification to staff.
- c. Upon receiving copy of release form, parent or authorized adult will proceed to the Reunion Gate and provide identification again.

3. PLANNING TEAM

Planning Section Chief:

Job Description: Keep current on situation at all times. Analyze information, prepare necessary reports, 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

4. 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.

5. 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

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School 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 Governing Board members, LAUSD, etc.)
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 out going 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.

Team Member Positions in a Lock Down - Response

IC (Incident Commander)

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

Operations Chief

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

Medical Group Leader

- Goes to incident scene
- Renders medical assistance
- Determines need to call Paramedics

Front Office Staff

- (1) Call 911

- Keep event log
- Assist IC

Search & Rescue Group Leader

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

Police Fire Coordinator

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

Parent Assembly Group Leader

- 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

**SECTION 6
EMERGENCY MANAGEMENT**

Granada Hills Charter will use the following signals in responding to an emergency:

Signal	Description	Signal
Lock-Down - RESPONSE	Crisis that activates the School Emergency Response Team	One long continuous bell
LOCK DOWN - NO RESPONSE	Does NOT activate the School Emergency Response Team (threat is too dangerous). Is used in one of the following scenarios: 1. Shots being fired	One long continuous bell

	2. Gunman in the building 3. Hostage situation	
Fire	Fire	Verbal Command or Fire Alarm System (bells will only be used with a fire)
Duck, Cover & Hold	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

SECTION 7 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

1. Evacuation Sites and Routes.

This floor plan includes 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

Emergency Operations map includes 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

<i>Command Post or Emergency Control Area</i>	<i>Location/Contact Information</i>
Primary Command Post	Inside the Main Office if feasible or outside of Main Office if not.
Secondary Command Post	TBD
Primary Evacuation Site	Football Field
Secondary Evacuation Site	TBD
Off-Site Command Post	TBD
Media Staging Area (outside school)	Main Entrance
Parent Staging Area (outside school)	Flag Pole
Media Staging Area (inside school)	Highlander Hall

Parent Staging Area (inside school)	Highlander Hall

**SECTION 8
EVACUATION PROCEDURES**

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. Follow the evacuation route noted on the map in every room.

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 yellow Emergency Folder with you. All staff and students are to report to the evacuation site.

1. The teacher will review with all student the fire, earthquake, lock-down - RESPONSE, Lock Down - NO 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.

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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 yellow emergency folder posted by the door in the classroom. • 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.
 - The teacher will be the last to leave the room, making sure all students have exited.
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. Upon arrival at the evacuation site:
 - The teacher will direct students to form a line and sit on the turf in the designated area.
 - The students are to remain silent and attentive.
 - The teacher will take roll call of the students, using the class rosters, to ensure every member of the class is present or accounted for.
 - The teacher will send the yellow and pink copies of the Student Accountability Form to the Assembly Area Supervisor with a trustworthy student.

- The teacher will render first aid if necessary or if the school nurse or First Aid Team is not available.
- During a fire drill, the teacher will remain with the class.

12. The teacher will assist others as directed by the IC.

13. An All Clear signal will be given to return to your classrooms.

14. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

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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. Carrying student (physical disability).
2. Adult and student waiting for fire department in prearranged area (physical disability) 3.

Staff person assigned to specific student(s) to assist student during an evacuation.

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
- 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.

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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.

SECTION 9
EMERGENCY RESPONSE SUPPLIES

1. Emergency Response Kits

These kits are located on campus at a location known to the Emergency Response Team.

The Emergency Response Kit Contains:

Quantity	Contents	Quantity	Contents
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1	Copy of the School Emergency Response 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 ziplock baggies
1	Lightstick (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 Folders (yellow) contain:

Quantity	Contents	Quantity	Contents
1 pack	Labels that can be used as name tags	1	School Emergency Response Team
2	Pens	2	Pencils
1	Pad of paper	1	Clipboard
1	Laminated Cards: Red/Green Laminated card to assist with notifications		
1	Class roster with emergency contact numbers. Update each semester.		

b). Emergency Buckets for classrooms contain:

Quantity	Contents	Quantity	Contents
1	Heavy Duty 5 gal bucket	1	EMT Scissors 7 ½"
1 pair	Leather Pal Gloves	2	4x4 Gauze Dressing 2/s
2 pair	Latex Gloves	1	2" Duct tape
1	1 ½" Masking Tape	1	Lightstick (12 hr)
1	Flashlights w/ Batteries (D)	1	Rope (100')
1	Safety Goggles	1	Dust Mask
1	Set of crayons	1	½ x 5 yard Adhesive tape
1	Gauze forceps, plastic	10	Band Aids
1	Emergency Blanket (Mylar)	2	Triangular Bandages
5	Cotton Q Tips	12	Antiseptic Towelettes
1	First Aid Guide	1	Instant ice pack
1	CPR Mouth barrier (kit)	2	Tongue depressors (individually wrapped)
2	Sanitary pads	2	5x9 ABD Pad

2	2" sterile roller bandages	2	3" sterile roller bandages
	Assorted sizes of safety pins	2	Antiseptic A&E cream
1	Tweezers	1	Whistle
1	Safety Vest	2	Infectious waste bags & ties or large ziplock baggies

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

First Aid Team Supplies

Emergency First Aid Supplies are located in the Health Office.

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	4	Infectious waste bag

	Tweezers		
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: such items as cheese, peanut butter, canned fruits and vegetables and any frozen products, if a way to cook them is available.

Water Management

GHC has an adequate supply of drinking water in a drum located on the service road of the Zelzah campus. All buildings and grounds crew have the key to access this water.

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 will 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.

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.

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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 will provide information to the IC regarding menu planning, food preparation, and serving procedures.

SECTION 10

EMERGENCY CONTACT INFORMATION AND COMMUNICATIONS

EMERGENCIES -911

NON-EMERGENCIES -311*

Local Police Precinct.....911
School Police Dispatch..... 213.625.6631

The Mayor's Citywide Call Center..... 213.978.0600
Los Angeles Emergency Management Agency (24 hours)..... 213.978.2222

(for the hearing impaired).....	213.978.0463
Department of Mental Health (Access HelpLine).....	800.854.7771
Department of Public Works (Water Emergencies).....	
American Red Cross,	310.445.9900
Telephone Company	
Electrical Company	
Department of Water and Power (DWP).....	800.342.5397
(Power outages).....	800.624.8708
Poison Control Center.....	800.876.4766
Gas Company	
Southern California Gas Co.....	800.427.2200
Water and Sewer Authority.....	311 or 323.342.6006
(Emergency Number 4:00 p.m. – 12:30 a.m.).....	213.485.5391 Los
Angeles County Health Department	213.240.7941 Los
Angeles Animal Shelter and Animal Issues (24-hours).....	818.756.9325 Fire
Department	911
Department of Children’s Services	213.351.5507
Child Abuse Hotline.....	800.540.4000
Hospital (Holy Cross Emergency – Mission Hills)	818.496.4540

*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.

Radio Stations

Emergency Broadcasts can be received via the Emergency Alert System (ES). The primary radio stations (FM/AM).

Other Frequencies

NOAA Weather – 24 hours.....	162.55 MHZ
National Emergency Channel	146.5200 MHZ
General Mobile Radio Service (emergency).....	462.675 MHZ

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.

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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 procedure is to spell it 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 Executive Director or designee will make available to parents copies of the School Safety and Emergency Response Plan.
2. If students are removed to an evacuation site or to the hospital, notify the parents as soon as possible via the Blackboard notification system.
3. 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.
4. 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 11

OPERATING PROCEDURES

Responding to a Crisis

There are four phases to every crisis:

Phase 1: the first ten minutes

Phase 2: the next fifty minutes

Phase 3: the remainder of that day

Phase 4: the subsequent days

The clock starts ticking the moment the notification is made to the school. How one responds and the timeliness of the response will, in large measure, be used to judge the effectiveness of the response.

Let us assume for the moment that you are confronted with a full-fledged crisis, one that requires the

stopping of all student and staff movement in the school. How would you accomplish this task? Remember, time is critical.

Managing an Emergency

The very nature of the event is one that has the potential of injury to students and staff and damage to the facility. The primary responsibility of the Incident Commander (IC) is to *manage* the event so as to minimize injuries to students and staff and loss of property.

There are four phases of activities that are associated with every crisis/emergency. This **School Emergency Response Plan** addresses all four Phases.

Phase I. What does the IC do in the first ten (10) minutes upon being notified of an emergency? During this phase the following events occur:

- o Decision to call 911
- o Decision to declare a lock down or an evacuation
 - a. A lock down may be required during the following gunman in the school
 - b. shots are being fired
 - c. hostage situation
 - d. any situation the IC feels is appropriate
- o Dispatch an administrator and nurse to scene.
- o Dispatch Security to meet Fire/EMS or Police
- o Direct Charter Board to be notified.
- o Direct school bells are turned off.

Phase II. What does the IC do in the next fifty (50) minutes? During this phase the following events occur if a Lock-Down - RESPONSE was given:

- o Directs the Search Team Coordinator and Search Teams are collecting and reconciling student and visitor information. All students, staff and visitors must be accounted for as soon as possible.
- o Receives briefing on the situation including a narrative of what happened, who was involved, extent of injuries and name of any suspects.
- o Briefs Charter Board on the incident.

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- o Coordinates with emergency response units to facilitate their needs.
- o Directs that notifications are made to affected parents and/or staff member's family.
- o Check with appropriate Coordinators to ascertain current status of media personnel and parents.
- o Select staff person to accompany injured person to hospital.
- o Determine if all students, staff and visitors have been accounted for.

Phase III. What does the IC do for the remainder of that day? With the concurrence of the police/fire/medical declare an "All Clear". This may occur in Phase II but more then likely it will be a Phase III activity. During this phase the following issues will need to be addressed:

- ✓ Decision as to what adjustments will need to be made to the school's schedule. ✓ Information will need to be collected and disseminated to staff and students. In preparation the IC will need to:

1. **Reassemble School Emergency Response Team** –to assess how the crisis was handled. Knowing what they are seeing and what they are hearing from students and staff is critical. Obtain update on victim(s) and on the investigation.

2. **Press Conference** – The media will want to interview the IC. A brief statement should be prepared beforehand.
3. **Staff Meeting** -There may be a need to hold a staff meeting at the end of the school day with the facts of the event and the status of any investigation.

SERT Meeting – Reassemble the SERT to plan on the next day’s activities. Included in this meeting should be representatives from the School Board and the police department. The following issues will need to be addressed:

- o Arrangements for counseling services.
- o Arrangements for substitute teachers in case of absenteeism of regular staff.
- o Arrangements for dealing with the media.
- o Arrangements for dealing with concerned parents.
- o Arrangements for additional security and/or police presence.
- o Arrangements for assigning a staff person to be the liaison with the victim’s family.
- o Arrangements for the following morning’s staff meeting.

Phase IV. What does the SERT do during subsequent days? The aftermath of a crisis/emergency can go on for an extended period of time. It is not unusual for the impact of the event to last weeks and even months. Crisis counselors refer to this period as the “healing period.” Realizing that people “heal” at different rates, ICs are cautioned not to expect a quick recovery. In preparation for the following days these events need to occur:

1. **Staff Meeting the following morning.** Bring them up to speed on the condition of the victim and status of the investigation. If counselors are going to be made available to students and staff advise them how this is going to be accomplished. If any teacher is not comfortable in discussing with his/her students the latest information regarding the crisis, arrange for an administrator to handle the notification.

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2. **SERT Meeting.** At sometime before the lunch periods start, call the team together to get their feedback on how the day is progressing. What are they seeing and hearing? Are there any surprises or concerns that need to be addressed?
4. **Parent Meeting.** Within 48 hours of the crisis schedule a parent meeting. This is a critical meeting and one in which there is liable to be very strong feelings expressed by parents. It is important that all members of the SERT are present, the Charter Board Chair (or representative), all school administrators, and a representative from the police department. The press will be there as well as some elected officials (particularly true if an election is soon). S
4. **The Healing Process.** Meetings with the SERT members and informal discussions with students and staff members is vital in assessing the healing process. Realizing that students and staff members “heal” at different rates will enable you to make informed decisions with regards to the length of time additional resources must remain at the school. The traumatic impact of the event, the number of students and staff members who were directly affected, parental and community reaction and the status of the investigation are all factors to be taken into consideration.

SECTION 12

LOCK-DOWN PROCEDURES

The purpose of a Lock-Down signal is to provide the IC with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crisis that can occur in a school it is necessary to establish two Lock-Down Signals:

Lock Down – NO RESPONSE – is used when:

- (1)there is a gunman in the school, or;
- (2)there are shots being fired, or;
- (3)there is a hostage situation.

These three situations pose the greatest threat to students and staff and require that **NO ONE MOVES IN THE SCHOOL**. The School Emergency Response Team (SERT) is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Post) will be utilized to

stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close their classroom doors, make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the LOCK DOWN - NO RESPONSE is declared, moves the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise.

Students who are not under direct supervision of an adult when the LOCK DOWN - NO RESPONSE signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in neither location, they should go to the nearest classroom and follow the teacher's instructions.

Someone who is in the Command Post at the time the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after a LOCK DOWN - NO RESPONSE was given. The Search Team will not collect the Emergency Attendance Sheets during a LOCK DOWN - NO RESPONSE.

Lock Down - RESPONSE – Is used, at the designation of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the SERT who will respond to the Command Post and receive their instructions. All adults not having direct supervision of children will report to a designated location and assist in the Searching of the school for stray children and guests.

Teachers will follow the same procedures as they would for a LOCK DOWN - NO RESPONSE except there is no need to move children away from windows or to sit on the floor. Instruction can continue after the Emergency Attendance Form is completed.

A Lock-Down signal should never be used for **fire/explosion** or **weather emergency**. These events have their own signal and should not be confused with Lock-Down situations.

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Practical Application of a Lock-Down Drill

Assume the following scenario: a female student runs into the office and excitedly tells you that she has just come from the girls' restroom on the second floor of the school and that there is a female student lying on the floor bleeding. It appears to her as though the student has been stabbed. What do you do?

Also assume this is a middle school with 1,000 students and 90 staff members. You are the Executive Director, with three assistant Executive Directors and a school nurse. The school is located on a 40-acre lot and is composed of three buildings. The school is equipped with hand-held radios and you have a cellular phone.

Phase I: The First Ten Minutes

- A. Believe the messenger.
- B. Isolate the witness with an adult.
- C. Dispatch the school nurse and one administrator to the scene.
- D. Call 911 (the secretary should make this call and keep a log of all outgoing and incoming calls).
- E. Declare a **Lock-Down - RESPONSE**. This automatically activates the SERT who responds to the Command Post (normally the main office).
- F. Shut off the school's bell system (this should be a pre-assigned responsibility for someone on the

SERT).

G. Notify the Charter Board of the situation.

H. By radio, confirm the name of the injured student, physical condition, and the identity of the assailant, if known.

I. SERT and Teachers will implement **Lock Down - RESPONSE** procedures.

NOTE: The IC, does not, repeat, does not go to the scene of the crime. A crisis is an event that requires management. The IC must be the manager. There are a number of activities that need to be coordinated during a crisis, and the IC must perform these tasks.

Phase 2: The Next Fifty Minutes

A. The SERT members have assumed their pre-designated area of responsibilities: 1. Site coordinator has responded to scene and secured same until police/medics arrive. 2. Police/fire coordinator has responded to front of school (or closest entrance to injured) to await arrival of the police/medical units.

3. Search Team coordinator has divided responding adults into teams, and they are checking the school and picking up the Emergency Attendance Sheets from each classroom. **Tip:** Color code your floor plan. Put Search team responsibilities on the back of the floor plan. Distribute the color-coded Search team layout.

4. Media coordinator is prepared to meet the press and deal with their needs. 5. Parent coordinator is preparing for the arrival of parents and has identified a location in which they can wait.

6. The Recorder (typically the school secretary) has taken the appropriate notes and has made the necessary telephone notifications.

B. Notification is made to the parents or guardian of the injured child and the parents or guardians of the witness.

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C. The Emergency Attendance Sheets are being compiled by the attendance officer. This information will be provided to the police if necessary. Remember to check these sheets with the visitor's log and the early release log.

D. Assuming the injured child will be transported to the hospital, a staff person (someone the child knows) will accompany the child to the hospital. Keep the school nurse on campus. There may be a greater need for his or her services at school. The adult accompanying the child has three tasks to perform:

1. Be supportive and calming to the injured student.

2. Be the IC's representative when the parent(s) or guardian(s) arrive at the hospital. 3. Be resourceful in obtaining accurate medical information on the injured child.

E. The IC meets with the police for a briefing on the status of their investigation. School will render whatever assistance is required to accommodate the police investigation. If a student suspect has been identified, the IC will have that student's parents notified.

F. The Charter Board will be provided with an update on the situation.

G. No child will be released to a parent or guardian while a **Lock Down** is in effect.

Phase 3: The Remainder of the Day

- A. The IC, after consultation with the investigating officer, will stand down from the Lock Down. This is best accomplished by announcing to the school an **All Clear** signal.
- B. At this time, any adjustment to the bell schedule will be announced.
- C. The IC or PIO has prepared a written news release. This statement should be written and reviewed by someone other than the IC. *A good rule to follow is to let the police handle any questions about the actual crime, and the IC deals with what the school did in response to the incident and what will occur for the rest of the day and on subsequent days.* Inflammatory words, such as **stabbed, attacked, knifed** and so forth, should not be used.

In this particular case, the press statement might sound like this:

“At 10:15 this morning, we were notified that a 12-year-old 7th grade female student had been injured in the restroom. Immediately upon notification we implemented our School Emergency Response Plan. Emergency units responded to the school and provided first aid to the injured student. As part of our Emergency Plan, a Lock-Down was declared, which effectively held all classes until the emergency units responded to the school. The child was transported to the county hospital where she was treated and released to her parents.

As a result of this incident, we modified the remainder of the school day. I have met with my staff, and the School Emergency Response Team and we are making arrangements for crisis teams to be on campus tomorrow. Additionally, there will be a meeting for concerned parents tomorrow evening at 7:30, here at the school.”

The key is to stick to the facts and do not allow yourself to be dragged into responding to hypothetical questions.

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- D. The Charter Board is provided with a detailed briefing on the entire event.
- E. SERT members will be dispatched to individual classrooms to advise students and staff as to what has occurred.
- F. The Search Team members will be utilized to bring children from the classroom to parents who insist on taking their child(ren) home. Parents will be required to sign for their children before they are released.
- G. IC meets with SERT members for a quick briefing on how things went. This will also offer the IC an opportunity to gather facts he or she might not be aware of prior to the staff meeting.
- H. If time permits, a statement (perhaps simply a copy of the press release) needs to be prepared to be sent home with the students.
- I. Whenever a Lock-Down is declared, an emergency staff meeting will be held at the end of the school day. At this meeting, the staff should be briefed on the nature of the emergency, the status of the police investigation, the physical condition of the injured student, and what they can expect the next day. Be prepared to answer their questions. Of great concern is not only what happened but why it happened.

J. Following this meeting, it is time to visit the injured child and her family.

K. As the last order of business for the day, check with the police for an update on their investigation. The longer the case remains a mystery, the higher the feelings of anxiety will be for both students and staff.

Phase 4: Subsequent Days

A. The morning following the incident, meet with the SERT and discuss the day's plan. Prepare a statement to be placed in each staff member's mailbox setting forth all the latest facts as well as any changes to the current day's schedule. If counseling is needed, information on how and where it will be available needs to be provided to staff.

B. Be prepared to respond to parent inquiries and additional coverage from the media.

C. Prepare for the parent meeting that will be held that evening. The SERT should be present, as well as Charter Board representatives, and police representatives. There is a need to coordinate and be supportive of one another.

How long Phase 4 lasts will depend upon a number of variables. The seriousness of the event, the amount of media coverage the event receives, the community's reaction, the political ramifications this event might have caused, how your handling of the initial crisis is viewed, how your staff and students reacted to the event, and what measures you have taken to bring closure to the crisis, will all determine the longevity of Phase 4.

SECTION 13

LOCK-DOWN – NORESPONSE

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
- How many shots have been 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.

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a. Lock Doors

Doors are 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 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.

SECTION 14
LOCK-DOWN – RESPONSE

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.

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
- Chocking or loss of coordination
- Trouble breathing

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

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This procedure deals with three possible scenario's involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized; and

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 Charter Board
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 Charter Board
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 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 Charter Board
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 US 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