

# Comprehensive School Safety Plan

**2025-2026  
School Year**

**School:** The Learning Choice Academy  
**CDS Code:** 37683380106799  
**District:** Learning Choice Academy  
**Address:** 4635 Clairemont Mesa Blvd.  
San Diego, CA 92117  
**Date of Adoption:** 01/29/2025  
**Date of Update:** 01/29/2025  
**Date of Review:**  
- with Staff 10/28/2024  
- with Law Enforcement  
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Celina Cunningham	Board president		
Mary Leeds	Asst. Director/SSC		
Debi Gooding	Executive Director		

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## **Comprehensive School Safety Plan Purpose**

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the front office of the school or at the District office..

## **Safety Plan Vision**

The Learning Choice Academy is committed to ensuring that students enrolled in this district, and all employees attend campuses that are safe and secure. TLC believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. The Learning Choice Academy intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

## **Components of the Comprehensive School Safety Plan (EC 32281)**

### **The Learning Choice Academy Safety Committee**

Miranda Hamblin - School Site Administrator  
Debi Gooding - Executive Director  
Renee Olmeda - Communications  
Gloria Pena - EL Coordinator/SSC  
Mary Leeds - Assistant Director/SSC  
Cathy Kniss - Board member/SSC/Nutrition  
Alonzo Garcia -Teacher/SSC  
Samantha Peterson - Teacher/SSC  
Bella-Lucia Baker - SSC  
Tina Ideishi - Parent/SSC  
Eugene Popescu - Parent/SSC  
Angela Parsons - Parent/SSC

### **Assessment of School Safety**

Section 1: General Information – School Safety  
Part 1: District Commitment to School Safety

The Learning Choice Academy is committed to ensuring that students enrolled at TLC, and all employees attend campuses that are safe and secure. TLC believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school. TLC intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

### Part 2: Legislative Requirements

The California Education Code (sections 35294-35294.9) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Sexual harassment policies
- Schoolwide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline

The Comprehensive School Safety Plan will be reviewed and updated by March 1st of every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

### Part 3: Maintaining a Safe and Orderly Environment

It is a priority of the administration and staff at The Learning Choice Academy that every student who attends our school will be provided with an environment in which the students not only feel physically safe but that there is also a positive school climate in all activities both in and out of the classroom.

TLC administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

TLC administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

TLC promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training that implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

The Learning Choice Academy remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

#### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

1. Have emergency procedures and supplies in place prior to school opening.
2. Practice emergency lockdown and fire drill procedures with all staff and students.
3. Required all staff and visitors to wear visible forms of identification.
4. Review and analyze suspension data regularly. Share data with appropriate staff members to change campus supervision as appropriate.
5. Work with the community to improve communication and safety awareness.
6. Work with city officials to monitor traffic safety around the school.
7. Repair vandalism and remove graffiti immediately or before students' arrival if possible.
8. Notify San Diego Police services of all burglary incidents..
9. Hold regular meetings to identify problem areas or concerns.
10. Hold regular meetings that provide training in classroom management strategies and social skills curriculum.
11. Enforce school wide rules, procedures and expectations for all students.
12. Deal with all discipline issues in a timely manner.
13. Maintain the school uniform policy and work with staff on proper enforcement.
14. Lock doors and windows when not in the classroom, draw blinds, and make sure room alarms are functioning during non-school hours.

#### **(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)**

Child abuse reporting law (Penal Code Section 11166) requires that The Learning Choice Academy employee who has reason to believe that a child has been subjected to abuse, report the incident to the proper authorities.

At The Learning Choice Academy, protecting children from child abuse is a major priority. Each year the principal sets aside time to meet with staff to discuss child abuse indicators and to remind teachers of the procedures to follow when abuse is suspected.

Employees of The Learning Choice Academy are familiar with Penal Code Section 11166 and understand the requirement that certificated and classified personnel report suspected child abuse immediately or as soon as practically possible to the principal or to Children's Protective Services by telephone. They are aware that a call must be followed within at least 36 hours by a written report to the child protective agency.

All staff is aware of the location of a Child Abuse Information Folder that is kept on file in the school office and updated regularly. It includes informational literature, guidelines for recognizing abuse, and specific directions for reporting it.

The determination as to who should be contacted will depend greatly upon the situation at hand. Call the Child Abuse Hotline first (1-800-344-6000 or 1-858-560-2191) to make a verbal report. Within 36 hours after providing the verbal report follow up with a written or faxed report. The correct form for either the written or fax follow-up report is DOJ SS8572. A copy of this form is available in this plan.

All employees will have yearly online training in August or within 30 days of being hired. This training will meet the requirements of penal code 1165.7. The training method and process used to assure compliance with AB 1432.

The requirements of school personnel and the identification and reporting of known or suspected child abuse to a protective agency are mandated by the State of California Penal Code. In fact, failure to do so on the part of school personnel could lead to penalties that might be imposed on these individuals. The Learning Choice Academy board policy and are continually updated to reflect appropriate legislation. Excerpts from the California Penal Code and The Learning Choice Academy District Board Policy are presented below.

From California Penal Code Section 11166

...any child care custodian, health practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity 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.

#### Duty to Report

Certificated employees and classified employees trained in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six hours. The reporting duties are individual and cannot be delegated to another individual.

#### Definitions

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

2. "Mandated Reporters" are those people defined by law as "child care custodians," "medical practitioners" and non-medical practitioners" and include virtually all school employees. The following school personnel is required to report: Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, employees of a child care institution, head start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs, and those instructional aides or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department, and child protective services.

4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect a child abuse. (California Penal Code 1116)

#### Reporting Procedures

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency.

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. The verbal report will include:

- a. The name of the person making the report.
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

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

2. Within thirty-six (36) hours of making the telephone report, the mandated reporter will complete and mail a written report to the local child protective agency.

The written report shall include the completion of the required standard Department of Justice form (DOJ SS 8572).

The mandated reporter may request and receive copies of the appropriate form either from the school district or directly from the local child protective agency.

Detailed instructions for completion of the form are on the back sheet of the form. Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. The site administration, when notified, shall inform the Superintendent.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that the verbal or written reporting procedures are carried out according to state law and district regulations. If requested by the mandated reporter, the principal may assist in the completion and filing of these forms.

#### Legal Responsibility and Liability

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.

2. A mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by confinement in jail for a term not to exceed six (6) months or by a fine of not more than one thousand dollars (\$1,000) or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

3. When two (2) or more persons who are required to report jointly, have knowledge of suspected instances of child abuse, and when there is an agreement, a single report may be made and signed by the person selected. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

#### Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Executive Director and/or Asst. Director and/or principal shall not notify the parent or guardian as required in other instances of removal of a child from school but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.

It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form (cf. 5145.11 – Questioning and Apprehension).

#### When School Employees are Accused of Child Abuse

Regardless of who child abusers may be, the major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Parents/guardians or members of the public accusing school employees of child abuse should be made aware of the ramifications of making false reports and should be provided with information regarding child abuse and child abuse reporting.

Pending the outcome of an investigation by a child protective agency and prior to the filing of formal charges, the employee may be subject to reassignment or a paid leave of absence.

Disciplinary action resulting from the filing of formal charges or upon conviction shall be in accordance with district policies, regulations, and/or collective bargaining agreements. The Superintendent or designee should consult with legal counsel in implementing either suspension or dismissal.

Child Abuse Reporting Form in Appendix

**(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

**Disaster Plan (See Appendix C-F)**

The Learning Choice Academy will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents

The Learning Choice Academy has developed a Standardized Emergency Management System (SEMS) Plan that outlines in more detail, the specific responsibilities of Emergency Response Teams at this school.

#### SITE NOTIFICATION SYSTEM

FIRE notification method is short, repeated blasts from Handheld Air Horns.

EARTHQUAKE notification method is three short blasts from Handheld Air Horns.

LOCKDOWN notification method is one long blast from Handheld Air Horns.

SHELTER-IN-PLACE notification method is two short blasts from Handheld Air Horns.

ALL-CLEAR notification method is one long blast from Handheld Air Horns.

#### SITE EVACUATION PROCEDURE

NOTIFICATION: The Site Incident Commander is responsible to notify the School Safety Team when an evacuation is necessary. The safety Team, in coordination with the Site Incident Commander, is responsible for activating the evacuation notification procedures. Additional information pertaining to on-site and off-site evacuations can be found in TLC Emergency Procedures book.

THE SIGNAL FOR EVACUATION IS: ONE LONG BLAST FROM HANDHELD AIR HORNS.

IF THE PRIMARY EMERGENCY NOTIFICATION SYSTEMS FAIL TO ACTIVATE, THE SECONDARY NOTIFICATION METHOD WILL BE ONE LONG BLAST FROM HANDHELD AIR HORNS FOUND IN THE EMERGENCY DISASTER KIT.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone or runners. This method reduces the level of anxiety and potential panic.

EXITING BUILDINGS: The Site Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each classroom and department has developed plans for ensuring that all staff and students receive evacuation notification and are moved to a pre-designated evacuation site. All staff will be trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: Joe Medina

Alternate: Malia Stanley

#### EVACUATION LOCATIONS

ON-SITE EVACUATION: When an evacuation is ordered, all staff and students will leave the building via the closest route.

#### SITE SHELTER-IN-PLACE

Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information pertaining to Shelter-in-Place is available in TLC Emergency Procedure 04.

NOTIFICATION: The Site Incident Commander is responsible to notify the School Safety Team when a Shelter-In-Place is necessary. The site Incident Commander is responsible for activating the Shelter-In-Place notification procedures for site-level personnel.

THE SIGNAL FOR SHELTER-IN-PLACE IS TWO SHORT BLASTS FROM HANDHELD AIR HORNS.

IF THE PRIMARY EMERGENCY NOTIFICATION SYSTEM FAILS TO ACTIVATE, THE SECONDARY NOTIFICATION METHOD WILL BE TWO SHORT BLASTS FROM HANDHELD AIR HORNS FOUND IN THE EMERGENCY DISASTER KIT.

ACTIVATION & DEACTIVATION: Quickly direct students and staff inside to the nearest room. Do a verbal and visual sweep as you get

everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the office by radio, telephone, or email. For environmental emergencies, immediately shut off the air conditioning/heating system. Try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V., or email for updates. Remain in Shelter-in-Place until the “All Clear” signal is sounded.

**RETURN TO FACILITY:** The Site Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Executive Director or Assistant Director.

THE NOTIFICATION FOR A SAFE RETURN TO FACILITIES LOCATED AT THIS SITE ARE LONG BLASTS FROM HANDHELD AIR HORNS.

#### SITE LOCKDOWN PROCEDURE

A lockdown is an act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. You may be required to lock down your room or facility when a dangerous person or situation is present on or near the site. Additional information pertaining to Lockdown is available in TLC Emergency Procedure 09.

**NOTIFICATION:** In the event that it is necessary to keep staff and students inside, a Campus Lockdown will be put into effect. TLC does not have an intercom or Bell system, so the classrooms/offices will be immediately contacted in person or by phone to inform staff that a lockdown is in effect and the nature of the emergency. Please turn off all cell phones and computers if the emergency is a bomb scare. Do not call the office unless there is a medical emergency or it is part of your duties. The office personnel will call you. A large number of calls will jam the phone lines.

**ACTIVATION & DEACTIVATION:** Quickly gather students and personnel to the nearest room; do a verbal and visual sweep as you gather everyone inside. Lock all doors and windows, including any interior doors. Close all window coverings to prevent anyone from seeing inside your room. Keep away from doors and windows. Be quiet. Take attendance and quietly radio, telephone, or email information pertaining to missing or extra students to the office. If safe to do so, monitor email for updates. If you hear gunfire or if someone tries to enter your room, have everyone “Duck, Cover, and Hold” under desks. Do not open doors or windows.

Staff will be contacted in person by an administrator or police personnel when the lockdown is over. Staff members who made initial contact with personnel are to contact those people again to deactivate the lockdown. Please do not allow students to answer the phone while we are still in lockdown mode.

TEACHERS SHOULD NOT DISMISS THEIR ASSIGNED CLASSES UNTIL THE END OF THE LOCKDOWN HAS BEEN VERIFIED.

- All students and staff, not in their assigned location, should return to their assigned rooms.
- Attendance should be taken to assure that all students are present.
- Evacuation, if required, will occur under the supervision of police personnel on a classroom-by-classroom basis.

## SITE PARENT NOTIFICATION & REUNIFICATION PROCEDURE

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with their parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure was developed to limit chaos and ensure the safe reunification of students with their parents or legal guardians. Additional information pertaining to Parent Notification & Reunification is available in the TLC Emergency Procedure book.

**NOTIFICATION:** The site Incident Commander determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Executive Director or Assistant Director. A collaborative effort will begin to notify parents/guardians of the unification effort using the information provided on students' emergency contact cards, as well as information available within the district's student database.

**REUNIFICATION:** On-site reunification will generally occur from the location pre-identified as the on-site evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Site Incident Command Team members will use school attendance and emergency card information to check in and out students.

**PERSONS WITH DISABILITIES:** In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for the pre-identification of persons with disabilities who may need assistance and for assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

**RETURN TO FACILITY:** The Site Incident Commander, in consultation with the Public Safety Incident Commander, if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Executive Director and Assistant Director.

THE NOTIFICATION FOR A SAFE RETURN TO FACILITIES IS LONG BLASTS FROM HANDHELD AIR HORNS.

## DISASTER-RELATED ADMINISTRATIVE AND EMERGENCY PROCEDURES

Following is a list of the District's Administrative and Emergency Procedures that have bearing on conducting effective emergency or disaster responses. Complete copies of the Administrative and Emergency Procedures are maintained on the school Site.

### ADMINISTRATION PROCEDURES

AP 5135 TLC Crisis Response Team

AP 5150 Classroom Safety

### EMERGENCY PROCEDURES

EP 1 Homeland Security Threat Levels

EP 2 Fire

EP 3 Environmental Emergencies

EP 4 Shelter-in-Place

EP 5 Earthquake

EP 6 Weapons

EP 7 Injury/Illness/Accidental Death

EP 8 Disturbances and Demonstrations

EP 9 Lockdown

EP 11 Threats and Violence

EP 12 Bombs and Explosions

EP 13 Shootings

EP 14 Terrorism

- EP 15 Communications
- EP 16 Site Emergency Plans & Drills
- EP 17 Evacuation and Reunification
- EP 18 Biological Emergency
- EP 19 Flooding
- EP 20 Utility Emergency

**Adaptations for Students with Disabilities**

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is “Area of Rescue Assistance.”

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

- Primary: SSA
- Alternate: RSP teacher

**Mobility Impairment: No Special Requirements.** People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required unless the individual has multiple impairments. If assistance is needed teacher/IA/RSP teacher will be there to help with the evacuation of the building.

**Minor Physical Effort**

- Offering an arm to assist the person to/through a usable circulation path
- Opening the door(s) in the usable circulation path

**Major Physical Effort**

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

**Visual Impairment: No Special Requirements.** People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions unless the individual has multiple impairments.

**Guidance**

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI-trained.

**Minor Physical Effort**

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Hard of Hearing or Deaf: People with hearing impairments cannot hear alarms and voice announcements. Buildings have flashing strobe lights (visual devices) as part of the standard building alarm system. People with hearing impairments need to know what if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. No special requirements are needed since they can read and follow standard exit and directional signs and use any standard means of egress from the building.

Speech Impairment: No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

Cognitive Impairment: Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system

Anyone in the Office or the Building can provide assistance.

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

#### **Public Agency Use of School Buildings for Emergency Shelters**

N/A

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

## Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at TLC. In creating this policy, TLC has reviewed Education Code Section 48900 et seq. which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. TLC is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as TLC's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. TLC's staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Parent Handbook which will clearly describe discipline expectations.

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

TLC administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom TLC has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. TLC will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code when imposing any form of discipline on a student identified as an individual with disabilities or for whom TLC has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

## Procedures

### A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

## B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except in self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which include but are not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who

willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by TLC.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cybersexual bullying.

(a) For purposes of this policy, "cybersexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recordings of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cybersexual bullying" does not include a depiction, portrayal, or image that has any serious literary,

artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive devices unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except in self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as a controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which include but are not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime that will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that have or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by TLC.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device,

including, but not limited to, a telephone, wireless telephone, or other wireless communication devices, computer, or pager, of communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
  - iii. An act of cybersexual bullying.
    - (a) For purposes of this policy, “cybersexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recordings of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - (b) For purposes of this policy, “cybersexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive devices unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 48900.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or has possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapons with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) that will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such a term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

## C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

### 1. Conference

The suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor, or TLC employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or TLC personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for the failure of the student's parent/guardian to attend a conference with TLC officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

### 2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following the suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If TLC officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process, or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

### 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned in to the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial TLC Board of Directors following a hearing before it or by the TLC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the TLC Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

#### E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision on whether to expel. The hearing shall be held in a closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of TLC's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at TLC to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

#### F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

TLC may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by TLC or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. TLC must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, TLC must present evidence that the witness' presence is both desired by the witness and will be helpful to TLC. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence to be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support people. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

##### Notice Regarding Student Offenses Committed While Under School Jurisdiction

1. The Executive Director or designee shall inform the teacher of each student who has engaged in or is reasonably suspected of an act during the previous three school years that could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency.
2. Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion.  
Information received by the teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

##### Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold, or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Executive Director.

1. When informed by the court that a minor student has been found by a court to have committed and felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal.

2. The Principal, or designee, shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability.

3. Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff.

4. When a student is removed from school as a result of his/her offense, the Executive Director of Designee shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the school shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; shall then be destroyed.

#### Procedures to Maintain Confidentiality of Student Offenses

To maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the School Site Administrator or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

1. The staff member shall also initial the student's file when reviewing it in the school office.

Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

#### Employee Security

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student.

Employees shall promptly report to their School Site Administrator or other immediate supervisor any attack, assault, or physical threat made against them by a student. Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency.

In addition, employees shall promptly report to their School Site Administrator or supervisor and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual.

Reports of attack, assault, or threat also shall be forwarded immediately to the Executive Director or designee.

An employee whose person or property is injured or damaged by the willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian.

## **(E) Sexual Harassment Policies (EC 212.6 [b])**

### **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

The Learning Choice Academy is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. TLC's policy prohibits unlawful harassment, discrimination, and retaliation based upon race; color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions; religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty(40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed or discriminated or retaliated against, based upon the characteristics noted above

TLC does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including independent contractors or other people with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Director or designee.

When TLC receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Director) or the Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. TLC is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

#### **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
- Disparate treatment based on any of the protected classes above.

## Prohibited Unlawful Sexual Harassment

TLC is committed to providing 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 consists of sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to 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; and/or (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 or against another individual.

All supervisors of staff will receive sexual harassment prevention training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training 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. 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 A in the employee handbook for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B in the employee handbook for the general "Internal Complaint Form."

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 disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making the 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.

Moreover, please note that 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. As such consensual relationships in the workplace may violate TLC policy.

#### The Learning Choice Academy – Sexual Harassment: Students

The Governing Board prohibits unlawful sexual harassment of or by any student by anyone in or from the school.

Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment.

Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another school administrator.

Any student who feels that he/she is being harassed should immediately contact the principal or designee or another school administrator in order to obtain a copy of AR 1312.3 – Uniform Complaint Procedures. Complaints of harassment can be filed in accordance with these procedures.

The School prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the school.

Other types of conduct that are prohibited in the school and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

#### Notifications

A copy of the school's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year.

2. Be displayed in a prominent location near each school principal's office.
3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session.
4. Appear in any school publication that sets forth the school's comprehensive rules, regulations, procedures, and standards of conduct.

#### Enforcement

The principal or designee shall take appropriate actions to reinforce the school's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

##### Dress Code

The Attire and Appearance Code is gender neutral and applies to all students equally regardless of gender on campus and at school-sponsored functions and will be enforced consistently and fairly by all members of the school staff. All students are encouraged to dress in a manner that is appropriate, comfortable, and conducive to an active academic school day.

1. Any clothing featuring controlled substances (including tobacco), weapons, obscenities, vulgarities, hate language, sexual innuendos, or gang affiliations is not permitted.
2. Clothing should cover the full torso without needing constant readjustment. Tops must contain straps.
3. Shorts/skirts should be of a comfortable length that permits students to move around without having to pull down or readjust.
4. See-through or mesh garments must be worn with opaque (non-see-through) clothing underneath.
5. Spaghetti straps are not permitted.
6. Clothing where undergarments are exposed is not permitted.
7. Hats, caps, scarves, hoods, and visors may be worn outside the school buildings. Caps must be worn facing forward. Words or pictures that are not appropriate may not appear on the cap. Bandanas, sweatbands, and headbands are not allowed unless permitted for religious, medical, or other reasons approved by the admin or the teacher.
8. Cosmetics to the face and hair that distract from the educational process such as spray painted hair, extreme painting of the face, glitter, and extreme hairdos are not permitted except on appropriate days declared by the administration.

Upon the first violation, students will be required to change into school-provided clothing. On the second violation, we will require a parent to bring proper clothing to school before the student may return to class. A third violation will result in suspension for one day for defiance.

#### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

##### Section 8: Safe Ingress and Egress

##### Boys and Girls Club

All adults are to enter from the main entrance. All visitors must check-in and wear a badge to identify themselves as visitors. Additional entrances/exits will be for emergency use only.

#### **(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)**

##### **Component:**

It is a priority of the administration and staff at The Learning Choice Academy that every student who attends our school will be provided with an environment in which the students not only feel physically safe but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training that implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

The Learning Choice Academy remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

The Learning Choice Academy has a full-time counselor and psychologist on site.

All Staff has been trained in Restorative Justice Practices and it is widely used in the school. Teachers also have daily SEL in classrooms to understand what level of help students might need that day.

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation
Raptor	Have all visitors check in	Raptor machine	Office Manager	
Drills	monthly drills	log sheet	School Site Administrator	

**Component:**

The Learning Choice Academy is continuously seeking opportunities for improvement in providing facilities that are well-maintained, in good repair, and physically safe. This year, we have hired a facilities manager to ensure regular maintenance of the interior and perimeter campus.

Things that we do that have been identified to keep students and staff safe.

Child abuse reporting is consistent with Penal Code 11164.

Policies under Educational Code 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendation.

Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students under Education Code 49079.

A sexual harassment policy according to Education Code 212.6.

Procedures for safe entrance and exit of students, parents/guardians, and employees to and from the school.

Prohibition against the possession of firearms and/or ammunition on school grounds, consistent with Penal Code 626.9.

The rules and procedures on school discipline are adopted under Education Code 35291 and 35291.5 (5411-discipline) to create a safe and orderly environment conducive to learning at school.

School dress code prohibiting students from wearing “gang-related apparel”, the provisions of that dress code.

Graffiti removal

Vandalism

School Alarm system

School video alarm system outside the perimeter of the school

Doors remain locked and closed during school hours

Routine and Emergency Disaster Procedures that include:

Emergency and Disaster Preparedness Plan

Fire Drills

Bomb Threats

Earthquake Emergency Procedure System  
 FIT report results indicate our school facilities are in good repair.

New fencing is a priority for the school and has received quotes

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**The Learning Choice Academy Student Conduct Code**

All students of The Learning Choice Academy are expected to follow schoolwide procedures and rules; students should come to study groups prepared to learn. This means students should:

- Come on time. Study groups will move quickly. Because of this, it is important that students arrive five to ten minutes before the study group begins, but no earlier. Students must also be picked up punctually.
- When you come to the study group, you should come prepared to work, with the materials necessary to complete your work.
- Come prepared to listen. In most study groups, there will be points during which the teacher will be giving lesson details and information. Students are expected to listen to the teacher and not talk when he or

she is already talking. During times when student discussion is solicited, students will take turns speaking and listening quietly to each other.

- Come prepared to participate! TLC has purposely kept its study groups small so that there are opportunities for all students to practice their social skills and get to know other students in our program.
- Agree to follow the rules. So that all of our students make the most of this opportunity to interact, TLC has established the following rules:
  - Students should refrain from touching other students or their property.
  - Students should avoid using profanity or language that could be considered degrading or derogatory to others.
  - Students should dress appropriately, or TLC attire will be given to wear

1. Any clothing featuring controlled substances (including tobacco), weapons, obscenities, vulgarities, hate language, sexual innuendos, or gang affiliations is not permitted.
2. Clothing should cover the full torso without needing constant readjustment. Tops must contain straps.
3. Shorts/skirts should be of a comfortable length that permits students to move around without having to pull down or readjust.
4. See-through or mesh garments must be worn with opaque (non-see-through) clothing underneath.
5. Spaghetti straps are not permitted.
6. Clothing where undergarments are exposed is not permitted.
7. Hats, caps, scarves, hoods, and visors may be worn outside the school buildings. Caps must be worn facing forward. Words or pictures that are not appropriate may not appear on the cap. Bandanas, sweatbands, and headbands are not allowed unless permitted for religious, medical, or other reasons approved by the admin or the teacher.
8. Cosmetics to the face and hair that distract from the educational process such as spray painted hair, extreme painting of the face, glitter, and extreme hairdos are not permitted except on appropriate days declared by the administration.

Upon the first violation, students will be required to change into school-provided clothing. On the second violation, we will require a parent to bring proper clothing to school before the student may return to class. A third violation will result in suspension for one day for defiance

**Conduct Code Procedures**

Consequences for Violation of Schoolwide Procedures and Rules

1. Written warning
2. Conference with parent
3. Probation
4. No study groups
5. Suspension/Expulsion from school

#### Student Probation

Reasons for student probation include missed meetings and unreturned books, as well as insufficient work, lack of academic progress, and violation of TLC school conduct rules.

Once a student has been placed on probation, no extended units will be entered into the system or paid (including community college classes), and the student cannot attend school events, field trips. Probationary status will end once the student attends regular meetings, returns outstanding curriculum, or fulfills the academic or behavioral contract, depending on the various reasons that the student was placed on probation.

### **(K) Hate Crime Reporting Procedures and Policies**

#### Discrimination and Harassment Policy

##### Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

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#### 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
- Disparate treatment based on any of the protected classes above.

## Prohibited Unlawful Sexual Harassment

TLC is committed to providing 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 consists of sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to 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; and/or (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 or against another individual.

All supervisors of staff will receive sexual harassment prevention training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training 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. 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 A in the employee handbook for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B in the employee handbook for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

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- 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 disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making the 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.

Moreover, please note that 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. As such consensual relationships in the workplace may violate TLC policy.

## **(J) Procedures to Prepare for Active Shooters**

### **I. BACKGROUND:**

An armed intruder or armed intruder on school property involves one or more individuals intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful devices. An Armed intruder or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The Campus Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### **II. OBJECTIVE:**

A. Assist employees with a response protocol to an armed intruder event and aid in the preservation of life.

### **III. DEFINITION:**

B. Armed intruder - An armed intruder is defined as "... an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, armed intruders use firearm(s) and there is no pattern or method to their selection of victims.

### **IV. GUIDELINES:**

C. To preserve life and address the reality of an armed intruder event, these guidelines have been established to guide our response to this event to maximize survivability. Most importantly, quickly determine the most reasonable way to protect your own life.

### **V. RESPONSE PROCEDURES:**

#### **D. Inform:**

1. The intent of most armed intruders is to kill as many people as quickly as possible. Traditional law enforcement responses will include the concept of "surround and contain" in order to minimize the number of victims. In order to save lives, the law enforcement agency having jurisdiction will initiate an immediate response.

2. Upon discovery of an armed intruder situation, as soon as possible, and when safe to do so, notify law enforcement (911) and provide an overhead P.A. announcement of an "Armed Intruder" and their location, and initiate an EVACUATION, if possible, or a LOCKDOWN of the campus.

a. The phone call to 911 (from the area where they are safely concealed) should provide the following information:

- 1) Number of suspects, description, and possible location
- 2) Number and types of weapons
- 3) Suspect's direction of travel
- 4) Location and condition of any victims
- 5) Whether there are on-site security or law enforcement officers (e.g. School Resource Officer)

#### **E. Run/Lockdown-Hide:**

- RUN/EVACUATE if at all possible. If not, gather assistance and engage in conducting a complete LOCKDOWN of the area and HIDE.
- If a safe evacuation is not possible, find a place to hide where the armed intruder is less likely to find you.
- Direct personnel into classrooms or other adjacent rooms, close the door and attempt to barricade the door.

#### **1. Your hiding place should:**

- Be out of the armed intruder's view
- Provide concealment if shots are fired in your direction (i.e., locating into a safe room designated area, stay as low to floor as possible and remain quiet and still)
- Do not trap or restrict your options for movement

#### **2. To prevent an armed intruder from entering your hiding place:**

- Lock the door, if possible
- Barricade the door with heavy furniture or desks, if possible

3. If the armed intruder is nearby:

- Lock the door, if possible
- Silence your cell phone and/or pager
- Turn off lights, and any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

4. If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the armed intruder's location
- If you cannot speak, use the 911 text message option with your local law enforcement agency
- If 911 text message is unavailable, leave the line open and allow the dispatcher to listen

F. Fight:

1. Take action against the armed intruder:

a. As a last resort (fight or flight), and only when your life is in imminent danger do you consider the following.

2. Disrupt and/or incapacitate the armed intruder by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

a. Utilizing items such as a fire extinguisher can disrupt the shooter's ability to see, breathe, and manipulate the weapon.

b. An "all clear" will be announced overhead when the situation has been addressed and the scene is declared safe by law enforcement officials.

G. District Incident Emergency Management Procedures:

The notification shall provide any information regarding the ongoing situation that will assist the building occupants in making a good decision as to their best survival response option.

a. Notify the Executive Director's office and request activation of the communications plan for media and parent notification protocols.

b. Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.

c. Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.

VI. DURING AN EVACUATION

A. If there is a safe accessible escape path, attempt to evacuate the premises.

Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the armed intruder may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

VII. ADDITIONAL PROCEDURES

A. After the armed intruder or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.

- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas and take attendance
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area
- Mental health agencies to provide counseling and mental health services at the relocation site.

- The School Incident Commander will debrief appropriate school personnel.
- The Executive Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

**RECOVERY/ RESPONSIBILITIES:**

A. Share Information with staff- The health and well-being of our students and employees is critical. As soon as possible, after law enforcement has relinquished Command and Control of the scene, the designated administrator and communications manager will develop informational strategies to address families questions related to the event. Initially, the site of a violent incident will be secured as a crime scene.

B. After the authorities have completed their investigation and have released the crime scene, administrators will need to have the facility appropriately cleaned and sanitized. Cleanup for the safe removal of bio-hazardous substances including blood-borne pathogens must take place, yet must be sensitive compassionate, and caring for the deceased.

C. Buffer those Affected by Post-Event Stresses - Effective coordination with the media and timely dissemination of information can help reduce media pressure on those who are the most vulnerable. Renee Olmeda, is designated as the Public Information Officer who is authorized to speak on behalf of The Learning Choice Academy to the media.

D. Assistance with employee benefits and other administrative issues can reduce the burden on victims and families. Bring in Crisis Response Professionals - Before an incident ever occurs, the planning group will identify trained mental health professionals in the agency. Student Support Services and Mental Health Services would be available to respond in the event of an incident. When an incident occurs, these emergency mental health consultants will, as soon as possible, provide any necessary emotional and psychological support.

**Procedures for Preventing Acts of Bullying and Cyber-bullying**

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or create an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by TLC.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

#### Bullying and Cyberbullying Prevention Procedures

TLC has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures TLC advises students:
  - a. To never share passwords, personal data, or private photos online.
  - b. To think about what they are doing carefully before posting and emphasize that comments cannot be retracted once they are posted.
  - c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
  - d. To consider how it would feel to receive such comments before making comments about others online. TLC informs Charter School employees, students, and parents/guardians of TLC's policies regarding the use of technology in and out of the classroom. TLC encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.
2. Education: TLC employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. TLC advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at TLC and encourages students to practice

compassion and respect each other. Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

TLC's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help. TLC informs TLC employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

### 3. Professional Development:

TLC annually makes available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to its certificated employees and all other TLC employees who have regular interaction with students.

TLC informs certificated employees about the common signs that a student is a target of bullying including:

### 4. Physical cuts or injuries

- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by TLC, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

TLC encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for TLC's students.

## Opioid Prevention and Life-Saving Response Procedures

The Learning Choice Academy's primary goal in the fight against opioids and fentanyl use is prevention.

The Learning Choice Academy will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - o How opioids and fentanyl affect the body's systems.
  - o Refusal strategies
  - o The signs and symptoms of use/abuse
  - o The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe, and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.
- Add additional strategies used at the school.

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.)

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE  
Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in the middle of the chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP  
AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (a technique based on the rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when an opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

The Learning Choice Academy uses Naloxone

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of the effect of naloxone depends on the dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer-acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid-intoxicated or opioid-dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life-threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women. The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for

opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression. Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

**STEP 4: SUPPORT THE PERSON'S BREATHING**  
 Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

**STEP 5: MONITOR THE PERSON'S RESPONSE**  
 All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

**SIGNS OF OPIOID WITHDRAWAL.** The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life-threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

**DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE**

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

Training is required before the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow-up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

#### STORAGE

Naloxone will be stored following the manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

#### **Response Procedures for Dangerous, Violent, or Unlawful Activities**

The Learning Choice Academy is committed to assessing and responding appropriately to dangerous, violent, and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment, and strategies to mitigate, prevent, prepare for, respond to, and recover from violent and unlawful activity. Using these assessments, Goals, and Objectives are written to improve response to such activity.

School administration, safety committee, risk management, and other needed resources along with law enforcement may investigate violent, dangerous, and unlawful activities. Depending on the investigation outcomes, the administration will follow The Learning Choice Academy procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

The Learning Choice Academy adheres to the following Law Enforcement Notification

#### CALL 911

- Bomb threat/Suspicious package
- Firearm on campus
- Explosive on campus
- Fire
- Immediate risk of harm to student(s) and/or staff'
- Intruder on campus
- Medical emergency
- Possible abduction

CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)

- Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902)

- Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement
- Report of sexual assault or battery (Grades 4-12) (EC 48902)
- Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse
- Homicidal threat (Grades 6-12) (EC 49390)
- Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity

Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)

- Physical attack, assault, or threat toward an employee (EC 44014)
- Possession of controlled substance (EC 48902)
- Possession of other dangerous weapons (EC48902)
- dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

## Instructional Continuity Plan

### Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 25, 2025 and adopted by The Learning Choice Academy on June 25, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

### Engagement with Pupils and Families

#### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, The Learning Choice Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

#### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

#### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of unforeseen disruptions such as power outages, internet failure, or damage to school facilities, the Independent Study program will implement alternative methods to ensure instructional continuity and two-way communication with students and

families. Staff will utilize multiple communication channels including phone calls, text alerts, and email to maintain contact. If digital platforms are temporarily unavailable, printed materials and learning packets will be made available for pickup or delivered as needed. Teachers will document communication attempts and adjust instructional expectations as appropriate until full service is restored. The school will coordinate with utility providers and emergency services as needed to assess the situation and keep families informed of updates.

### *Support for Special Needs*

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The Independent Study program is committed to identifying and addressing the academic, social-emotional, and mental health needs of students with disabilities and other specialized support needs. Staff proactively review IEPs and 504 Plans to ensure services are delivered appropriately within the independent study setting. Accommodations, modifications, and related services are provided through a combination of virtual and in-person support, based on individual student needs and team recommendations.

To support social-emotional and mental health wellness, students have access to school counselors, school psychologists, and mental health providers. Regular check-ins, counseling sessions, and referrals to community-based services are available. Staff receive ongoing training to recognize signs of mental health concerns and respond effectively. In addition, collaboration between teachers, service providers, and families ensures that each student receives a comprehensive and individualized support system that promotes well-being and academic success.

### **Access to Instruction**

#### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, The Learning Choice Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

#### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

### *Remote Instruction*

#### Plans for remote instruction.

As required, The Learning Choice Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

### *Access to Instructional Materials*

#### Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

If digital platforms are temporarily unavailable, printed materials and learning packets will be made available for pickup or delivered as needed.

### *Access to Schoolwork*

#### Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

### *Temporary Reassignment*

#### Procedures and agreements for temporary reassignment with neighboring LEAs.

The Learning Choice Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

At The Learning Choice Academy, students and staff regularly utilize a suite of online resources and digital platforms to support instruction, communication, and engagement—regardless of whether students are participating in Hybrid Learning or Independent Study. These tools include learning management systems (e.g., Google Classroom), online curriculum, virtual conferencing platforms (e.g., Zoom or Google Meets), and communication apps that ensure daily access to instruction and support services.

In the event of an emergency or natural disaster that disrupts in-person learning or makes instructional delivery impossible at our site, The Learning Choice Academy has established procedures for the temporary reassignment of students. The school works collaboratively with neighboring LEAs, county offices of education, and charter schools to facilitate temporary placement, ensuring continuity of learning and support services. Parents and guardians are informed of available options, and staff assist families with the enrollment or reassignment process as needed. Every effort is made to minimize disruption to a student's education and maintain alignment with their academic progress and support plans.

## Instructional Continuity

### Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

TLC will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to support. TLC will account for staff and students and identify their needs.

#### Immediate Emergency Alerts

TLC will support staff, students and their families by providing access to information through emergency alerts via email, automated phone calls and texts, and through the established parent communication platform (parentsquare).

#### Parent and Staff Updates

TLC will use the established parent communication platform (parentsquare), email notifications, and/or the district website in order to inform parents and staff about any updates throughout the duration of the emergency and the days following the emergency.

#### Student Engagement

As an independent study program, TLC is currently complying with California AB130, a law that requires daily synchronous instruction for tk-3rd grade, Daily Live interaction and weekly synchronous instruction for grades 4-8, and weekly synchronous instruction for 9-12th grade. In addition to this attendance requirement, Students and Parents will continue to meet with the credentialed Educational partner every six weeks to review assignments, grades and have progress updates. All of these established check-in procedures will continue through the use of remote communication services such as GoogleMeet/Zoom, Google Classroom, and Parentsquare. Educational Partners and Teachers will also increase the number of emails and phone calls with parents and students to check in regularly.

Teachers at each grade level will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work.

### Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

TLC has been working hard to have 1:1 computers for every student in the form of a Chromebook or iPad (K-2). Teachers design lessons and assignments through Google Classroom and in the event of a school closure, teachers will provide remote instruction through Live classrooms using the Google Meet platform. Teachers will check in with students through phone calls, texts, and emails and use Google Meets or Zoom to provide face to face experiences such as direct instruction, video of lessons, read-aloud, and guided instructional practice. Parents and teachers have access to a parent/student online portal. The portal keeps families informed of student assignments, grades, test scores, and activities. Students can view their assignments, check grades, upload documents. Parents can send messages, & communicate with teachers via the parent square or email. TLC offers a variety of online learning platforms to enhance student virtual instruction through the Clever platform. Access to various programs such as Brain Pop, Brainpop Jr, Ready classroom mathematics (K-8), IXL Math, Discovery Education, Newsela, and many others, will continue to be available through any emergency.

## *Instruction and Assessment*

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

TLC will continue to review assessment data for all students and offer additional support through virtual and in person tutoring, office hours, and by providing supplemental work through online learning programs and paper materials as needed.

## **Access (Equity, Accessibility, and Inclusion)**

### *Equity, Accessibility, and Inclusion*

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

TLC will continue to differentiate and adapt curriculum and provide other instructional resources as needed for all students including students with disabilities, foster youth, homeless youth, and English learners. Technology devices will be provided to all students so there is equitability in participation of remote learning while at home. Assignments and other instructional materials will continue to be posted in teacher managed Google classrooms to ensure continuity of learning in the event of a need for remote instruction.

### *Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

Special education services and accommodations will continue to be provided as outlined in each students IEP.

### *English Learners (EL)*

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students will continue to receive integrated and designated support through ELD strategies woven into district adopted curriculum. The English Learner Coordinator will continue to provide resources and supports to staff, families and students in order to promote students success.

## **Professional Learning**

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

The Learning Choice Academy will share information about training related to instructional adjustments for teachers and staff as needed based on the emergency. The format of these training might include workshops, webinars, and resource materials that are provided internally or from the County Office of Education.

## **Well-Being and Support Services**

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

TLC will provide staff, students, and families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps and websites) through state and local agencies.

Plans to provide access back-up, water and medicines in the event of an emergency.

The Learning Choice Academy is committed to ensuring the health and well-being of all students and staff during emergencies. In the event of a natural disaster or other emergency situation, the school maintains a supply of emergency water, non-perishable food, and basic first aid materials at each site. For students who require access to medication, staff are trained to store and administer medications in accordance with documented health plans and parent/guardian authorization.

Emergency kits are checked and replenished regularly to ensure readiness. Additionally, staff are prepared to provide emotional and mental health support through trained counselors and designated crisis response personnel. If students must remain on site for an extended period, the school is equipped to provide basic comfort, care, and communication with families until students can be safely released.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

The Learning Choice Academy is committed to ensuring uninterrupted access to essential student support services, including special education, counseling, after-school programs, and food services, even during times of emergency or instructional disruption.

Special education services are adapted for both online and hybrid environments to meet IEP goals through a combination of virtual instruction and in-person sessions as needed. Service providers coordinate closely with families to modify delivery methods while maintaining compliance and individualized support.

Counseling and mental health services continue through secure virtual platforms and in-person appointments, offering individual and group support as appropriate. Staff maintain regular check-ins with students and are trained to respond to social-emotional concerns, making referrals when necessary.

Food services remain available through pre-arranged distribution schedules. Meals may be provided for pickup during campus closures or hybrid schedules to ensure that all students have consistent access to nutritious food. Coordination with local agencies may also support students with greater food insecurity during extended disruptions.

These services are flexible and designed to quickly adapt based on student needs and the nature of the emergency to ensure comprehensive care and support.

### **Site-Based Collaboration**

How administrators, faculty, information technology staff, students, and parents in the development and implementation of this ICP.

This plan has been reviewed and updated with input from all stakeholders prior to board approval

### **Return to Site-Based Learning**

Conditions that must be met prior to returning from disruption including reopening sites.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering

various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

### **Integration with Comprehensive School Safety Plan (CSSP)**

Integration of this Instructional Continuity Plan (ICP) into The Learning Choice Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of The Learning Choice Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

### **Review and Updates of this Instructional Continuity Plan (ICP)**

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annually in order to reflect new state requirements, TLC curriculum and resources, community needs, and technological advancements.

## **Safety Plan Review, Evaluation and Amendment Procedures**

TLC will review yearly the Comprehensive School Safety and make any changes to the plan by the start of each school year. TLC will adopt the next school years plan on or before March 1st of each year.

**Safety Plan Appendices**

## Emergency Contact Numbers

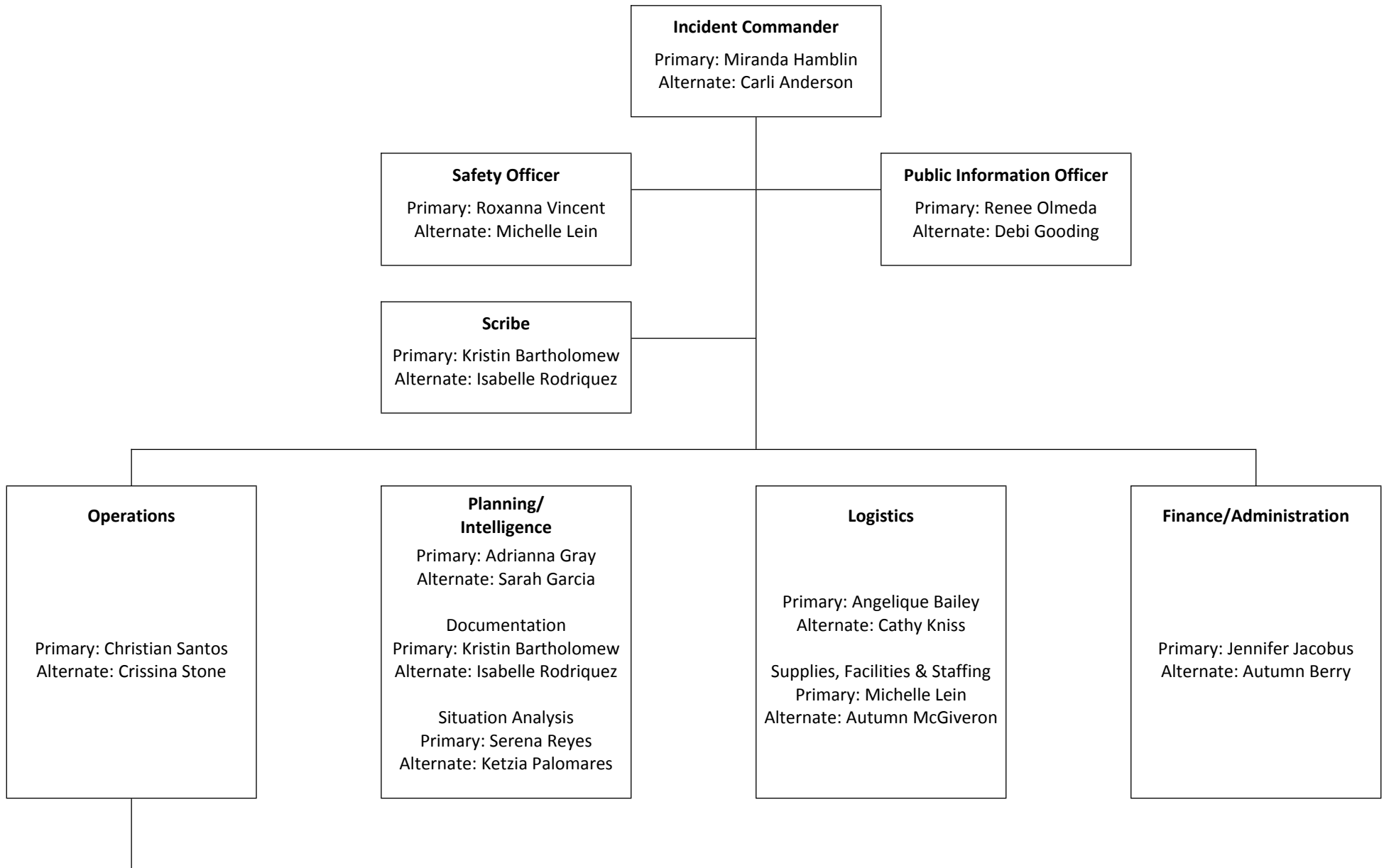
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
School District	SDUSD School Police Services	(619) 291-7678 (24-Hour)	(619) 725-7000 (Business Office)
Law Enforcement/Fire/Paramedic	Local Police Department	911	(858) 538-8000
Law Enforcement/Fire/Paramedic	Local Fire/Paramedics	911	(619) 533-4300
Public Utilities	Local Water Emergency	(619) 515-3525	619-515-3500
Public Utilities	Local Gas & Electric Company	1-800-411-7343	(800) 411-7343
School District	TLC Safety Office	(619) 888-6109 (24-Hour)	(619) 463-6849
School District	TLC Maintenance	(619) 463-6845	
School District	TLC Communications	(619) 463-6845	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Staff meeting, review plans and assign duties.	10/28/2024	Staff meeting
SSC Review of Comprehensive safety plan and update any new laws for 2024-25	1/27/2025	SSC Meeting
Board Review of Comprehensive safety plan and update any new laws for 2024-25	1/29/2025	Board meeting

**The Learning Choice Academy Incident Command System**



**First Aid & Search  
Teacher A**

First Aid & Medical Team  
Leader  
Primary: Bexaida Buzzie  
Alternate: Dakota Rholin

Search & Rescue Team Leader  
Primary: Roxanna Vincent  
Alternate: Dakota Rholin

Site Facility Check/Security  
Primary: Kristi Garcia  
Alternate: Brittney Rosas-  
Davis

**Student Release &  
Accountability  
TeacherB**

Assembly Area/Evacuation  
Area  
Primary: Michelle Lopez  
Alternate: Alijah Batie

Release Area/Reunification  
Area  
Primary: Sarah Garcia  
Alternate: Kristin  
Bartholomew



- Tables & Chairs (if Site Command Post is outside)
- Job Description Clipboards
- Bull Horn
- Staff Rosters (2 sets)
- Copies of Forms

**START-UP:**

- Assess the type and scope of the emergency.
- Determine threats to human life and structures.
- Implement Site Emergency Plan and Emergency Procedures.
- Develop and communicate an Incident Action Plan (Form #1) with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Form #6 Site Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Site Incident Commander in Preparation for long-term operations.

**DURING EVENT:**

- Continue to monitor and assess the total school situation.
- View the site map periodically for Search & Rescue progress and damage assessment information.
- Check with Chiefs for periodic updates.
- Reassign personnel as needed.
- Report through Communications to TLC on the status of staff, and campus as needed. (Site Status Report).
- Develop and communicate revised incident action plans as needed.
- Authorize the release of information.
- Utilize your backup plan, take regular breaks of 5-10 minutes each hour, and relocate away from the CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per school guidelines. By law, during a disaster, the staff will become "Disaster Service Workers."
- Remain on and in charge of your site until redirected or released by the Office of the Superintendent.

**AFTER EVENT:**

- Authorize the deactivation of sections or units when they are no longer required.
- At the direction of the Office of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the Admin Office before taking any further action.
- Ensure that any open actions, not yet completed, will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

**COMMAND**

**POSITIONS:**

**SAFETY**

**OFFICER**

**STAFFING CHARACTERISTICS:** It is common for the Site Incident Commander to carry out these duties. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

**RESPONSIBILITY:** The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

**SPECIAL EQUIPMENT:**

- Hard hat (if available)

**DURING THE EVENT:**

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.





- Flashlight
- Dust masks
- Yellow caution tape
- Shut Off tools - for gas & water (crescent wrench)

**STARTUP ACTIVITIES:**

- Check conditions and take along appropriate tools.

**DURING THE EVENT:**

- As you do the following, observe the campus and report any damage by radio to the Site Command Post.\*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check the gas meter and, if gas is leaking, shut down the gas supply.
- Shut down electricity only if the building has clear structural damage or if advised to do so by Site Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that the campus is “locked down” and report the same to Site Incident Command Post.
- Advise the Site Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence unless the repairs are essential to immediate life safety.
- Direct traffic of vehicles of parents, public safety, and media on and off campus as appropriate.

OPERATIONS	POSITION:	SEARCH	&	RESCUE	TEAM	LEADER
STAFFING	CHARACTERISTICS:	Trained	in	Search	&	Rescue
RESPONSIBILITY:	Check the site for damage, rescues victims, establish and direct Search & Rescue Teams as needed, and report campus situation	to	the	Operations		Chief.

**SPECIAL EQUIPMENT:**

- Search & Rescue Team Member Backpack (See Form #11 for complete list)

**START-UP ACTIVITIES:**

- You must be wearing sturdy shoes and long sleeves.
- Put batteries in the flashlight.
- First to arrive assumes the role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring a response.
- Teams should be assigned based on available manpower. TLC recommends the following standards for establishing Search & Rescue Teams:
- Elementary School and Administrative Facilities with <500 = 2 Teams
- Middle Schools and Administrative Facilities with 500- 1000 = 4 Teams
- Senior High School and Administrative Facilities with >1000 = 6 Teams

**DURING EVENT:**

- Buddy system: Minimum of 2 persons per team.
- Take no action that might endanger you.
- Do not work beyond your expertise.
- Use appropriate safety gear.
- Size up the situation first.
- Follow all operational and safety procedures.
- Report gas leaks, fires, or structural damage to Site Command Post immediately upon discovery.
- Shut off the gas or extinguish fires, if possible.
- Before entering a building, inspect the complete exterior of the building.
- Report structural damage to the team leader.

- Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- If the building is safe to enter, search the assigned area (following map) using an orderly pattern. Check all rooms. Use chalk or greased pencil to mark slash on the door when entering the room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close the slash to form "X" on door. Report to Site Command Post that the room has been cleared (ex: "Room A-123 is clear")\*
- When the injured victim is located, the team transmits the location, number, and condition of the injured to the Site Command Post. Do not use the names of students or staff.
- Follow directions from Site Command Post.
- Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead)
- Report information.
- Keep communication brief and simple. No codes.

OPERATIONS                      POSITION:                      FIRST                      AID                      &                      MEDICAL                      TEAM                      LEADER

STAFFING CHARACTERISTICS: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

RESPONSIBILITY: Leader to the team providing an emergency medical response, first aid, and psychological, or CISM counseling.

SPECIAL EQUIPMENT:

- Marking pens
- First Aid Supplies:
- Stretchers, Blankets
- Vests (if available)
- Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form (Form #8)
- Medical Treatment Victim Log
- Morgue supplies:
- Tags
- Vicks Vapor Rub
- Pens/Pencils
- Plastic Traps
- Plastic Trash Bags
- Stapler
- Duct Tape
- 2" cloth tape

START-UP ACTIVITIES:

- TLC school recommends the following standards for establishing Search & Rescue Teams:
- Elementary School and Administrative Facilities with <500 = 2 Teams
- Middle Schools and Administrative Facilities with 500- 1000 = 4 Teams
- Senior High School and Administrative Facilities with >1000 = 6 Teams
- Establish the scope of the disaster with the Site Incident Commander and determine the probability of outside emergency medical support and transport needs.
- Request assistance from TLC Crisis Response Team for psychological staff and student needs.
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles.
- Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish a point of entry ("triage") into the treatment area.
- Establish "immediate" and "delayed" treatment areas.

- Set up a separate Psychological First Aid area with staff trained in CISM from TLC Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:

If directed, set up the morgue area.

Verify:

- Tile, concrete, or other cool floor surfaces
- Accessible to Coroner's vehicle
- Remote from the assembly area
- Security: keep unauthorized persons out of the morgue.
- Maintain a respectful attitude.

#### DURING THE EVENT:

- Oversee care, treatment, and assessment of patients.
- Ensure caregiver and rescuer safety.
- Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.

After pronouncement or determination of death:

- Do not move the body until directed by Site Command Post.
- Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- As soon as possible, notify the Operations Chief, who will notify the Site Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body.
- The law enforcement authorities will notify the Coroner.
- Keep accurate records and make them available to law enforcement and/or the Coroner when requested.
- Write the following information on two tags:
  - Date and time found.
  - Exact location where found.
  - Name of the decedent, if known.
  - If identified-how, when, by whom.
  - Name of person filling out tag.
- Attach one tag to the body.
- If the Coroner's Office will not be able to pick up the body soon, place the body in a plastic bag(s) and tape it securely to prevent unwrapping. Securely attach the second tag to the outside of the bag.
- Move the body to the morgue.
- Place any additional personal belongings found in a separate container and label them as above.
- Do not attach to the body - store separately near the body.
- Keep the Operations Chief informed of the overall status.
- Set up a morgue, if necessary, in a cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

AFTER: Conduct a Critical Incident Stress Debriefing for staff.

OPERATIONS POSITION: FIRST AID & MEDICAL TEAM

STAFFING CHARACTERISTICS: Trained in first aid and CPR

RESPONSIBILITY: Works with a buddy to administer first-aid and arrange for the transport of victims as necessary.

#### SPECIAL EQUIPMENT:

- First-aid supplies

- Marking pens
- Stretchers, blankets, and vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from the health office

Forms:

- Notice of First Aid Care Given Form (Form #8)
- First Aid & Medical Treatment Victim Log (Form #3)

START-UP ACTIVITIES:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

DURING EVENT:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do a final assessment and document it on the triage tag.
- Keep and file records for reference-do not send them with the victim.
- Student’s Emergency Card must accompany the student removed from campus to receive advanced medical attention.
- Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with a minimum of 2 trained team members, if possible.
- One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area.
- Should take 30 seconds to assess - no treatment takes place here.
- Assess, if not tagged.
- Second team member logs victims’ names on the form and sends forms to Site Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with a minimum of 2 team members per area, if possible.
- One member completes the secondary head-to-toe assessment.
- The second member records information on the triage tag and on-site treatment records.
- Follow categories: Immediate, Delayed, Dead.
- When using 2-way radio, do not use names of injured or dead.

AFTER:

- Clean up First Aid & Medical Treatment Area.
- Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

OPERATIONS                      POSITION:                      ASSEMBLY                      AREA                      /                      EVACUATION                      AREA  
 STAFFING                      CHARACTERISTICS:                      Trained                      in                      managing                      large                      groups                      of                      students.

RESPONSIBILITY: Ensure the care and safety of all students on campus (except those who are in the First Aid & Medical Treatment Area).

SPECIAL EQUIPMENT:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.

Forms:

- Student Accounting Form (Form#7)
- Notice of First Aid Care Given Form (Form#8)

START-UP ACTIVITIES:

- Request additional personnel, if needed.
- If the school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
  - Initiate the setup of portable toilet facilities and handwashing stations.

DURING THE EVENT:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

OPERATIONS	POSITION:	RELEASE	AREA	/	REUNIFICATION
STAFFING	CHARACTERISTICS:	School	Staff	or	Volunteers

RESPONSIBILITY: Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

SPECIAL EQUIPMENT:

- Stapler
- Signs: Parent Request Area
- Empty file boxes to use for processed Student Release Forms

START-UP ACTIVITIES:

- Secure the area against unauthorized access. Mark the area with a sign.
- Set up Release Area away from the Request Area
- Assign volunteers to assist, as needed.

DURING THE EVENT:

- Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!

If a student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "Sent with Runner."
- If appropriate, the teacher sends the parent a copy of the Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Area.
- Runner hands paperwork to the staff at Release Area.
- Release staff match the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of the Student Release Form, and release the student.
- Parents are given the Notice of First Aid Care Given Form, if applicable.

If a student is not with the class:

- Teacher makes an appropriate notation on Student Release Form:
- "Absent" if the student was never in school that day.
- "First Aid" if the student is in First Aid & Medical Treatment Area.
- "Missing" if the student was in school but now cannot be located.
- Runner takes Student Release Form to the Site Command Post.
- Site Incident Command Post verifies student location if known and directs runner accordingly.

- If a runner is retrieving multiple students and one or more are missing, walk available students to the Release Area before returning “Missing” forms to the Site Command Post for verification.
- Parents should be notified of missing student status and escorted to a crisis counselor.
- If the student is in first aid, the parent should be escorted to First Aid & Medical Treatment Area.
- If the student was marked absent, the parent will be notified by a staff member.

OPERATIONS                      POSITION:                      REQUEST                      AREA                      /                      RELEASE                      AREA

STAFFING                      CHARACTERISTICS:                      School                      Staff                      or                      Volunteers

RESPONSIBILITY: Assure proper reunification of the student with parent or guardian at the Release Area.

**SPECIAL EQUIPMENT:**

- Stapler
- Signs: Parent Request Area
- Empty file boxes to use as outboxes

**Forms:**

- Student Release Form (Form #5)
- Volunteer Assignment List (Form #9)

**START-UP ACTIVITIES:**

- Secure the area against unauthorized access. Mark the area with a sign.
- Setup Request Area at the main student access Area. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of the Area at the Request Area.
- Assign volunteers to assist.
- Ensure an adequate distance between the Request Area and the Release Area.

**DURING THE EVENT:**

- Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo IDs to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Area.

**REUNIFICATION PROCEDURES:**

- Requesting parent or guardian fills out Student Release Form, gives it to a staff member, and show identification.
- Staff verifies identification, pulls the Emergency Card from the file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Area.
- If there are two copies of the Emergency Cards (one in each area), staff files the Emergency Card in the outbox.
- If there is only one copy, the runner takes the card with the Student Release Form, and the staff files a blank card with the student’s name on it in the outbox.
- Runner takes form(s) to the designated classroom.

NOTE: If a parent or guardian refuses to wait in line, don’t argue. Note the time with appropriate comments on Emergency Card and place it in the outbox.

**If the student is with class:**

- Runner shows Student Release Form to the teacher.
- Teacher marks box, “Sent with Runner.”
- If appropriate, the teacher sends the parent copy of the Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Area.
- Runner hands paperwork to the staff at Release Area.

**If the student is not with the class:**

- Teacher makes an appropriate notation on Student Release Form:
- “Absent” if the student was never in school that day.
- “First Aid” if the student is in First Aid & Medical Treatment Area.
- “Missing” if the student was in school but now cannot be located.

- Runner takes Student Release Form to the Site Command Post.
- Site Command Post verifies student location if known and directs runner accordingly.
- If the runner is retrieving multiple students and one or more are missing, walk available students to the Release Area before returning "Missing" forms to the Site Command Post for verification.

OPERATIONS                      POSITION:                      PLANNING                      &                      INTELLIGENCE                      CHIEF

STAFFING CHARACTERISTICS: Vice-Principal or someone familiar with the site and its occupants.

RESPONSIBILITY: Collection, evaluation, documentation, and use of information about the incident.

EQUIPMENT:

- File Box(es)
- Dry-erase pens and erasers
- Large site map of campus, laminated or covered with plexiglass
- Forms: Position Log (Form #2)

DURING EVENT:

- Assume the duties of all Planning Section positions until the staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Site Incident Commander in writing Incident Action Plan (Form #1)

OPERATIONS                      POSITION:                      PLANNING                      &                      INTELLIGENCE                      DOCUMENTATION

STAFFING CHARACTERISTICS: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

RESPONSIBILITY: Collection, evaluation, documentation, and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

SPECIAL EQUIPMENT:

- File Box(es)
- Forms: Position Log (Form #2)

DURING EVENT:

- Maintain a time log of the Incident, noting all actions and reports.
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference.

IMPORTANT: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records - they are legal documents.

- Student and Staff Accounting:
- Receive, record, and analyze Student Accounting Forms.
- Check off the staff roster. Compute the number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Site Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track the regular and overtime of all staff.

AFTER EVENT:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

OPERATIONS                      POSITIONS:                      PLANNING                      &                      INTELLIGENCE                      SITUATION                      ANALYSIS

**STAFFING CHARACTERISTICS:** It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

**RESPONSIBILITY:** Analyzes the range of events impacting the campus to provide the Site Incident Commander and the rest of the Site Incident Command Team with cumulative information about the incident.

**SPECIAL EQUIPMENT:**

- Dry-erase pens and erasers
- Large site map of campus, laminated
- File box(es)
- Map of the local area

**DURING THE EVENT:**

**Situation Status Map:**

- Collect, organize, and analyze situation information.
- Mark the site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of the campus.
- Preserve the map as a legal document until photographed.
- Use an area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

**Situation Analysis:**

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Site Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Site Incident Command Post personnel. Refer all other requests to Public Information Officer.

**OPERATIONS POSITION: LOGISTICS CHIEF**

**STAFFING CHARACTERISTICS: Administrative skills**

**RESPONSIBILITY:** The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**SPECIAL EQUIPMENT:**

- Cargo container or other storage facilities with all emergency supplies stored on site.

**Forms:**

- Site Status Report (Form #10)
- Volunteer Assignment List (Form #9)

**START-UP ACTIVITIES:**

- Assume the duties of all Logistics positions until the staff is available and assigned.
- Ensure that the Site Incident Command Post and other facilities are set up as needed.

**DURING THE EVENT:**

- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander.
- Maintain security of cargo containers, supplies, and equipment.

**AFTER THE EVENT:**

- Secure all equipment and supplies.

**OPERATIONS POSITION: LOGISTICS/SUPPLIES, FACILITIES, & STAFFING**

**STAFFING CHARACTERISTICS:** It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

RESPONSIBILITY: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

SPECIAL EQUIPMENT:

- Cargo container or other storage facilities with all emergency supplies stored on site.

START-UP ACTIVITIES:

- Open supplies container or other storage facilities if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Site Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

DURING THE EVENT:

- Maintain security of cargo containers, supplies, and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs.

AFTER THE EVENT:

- Secure all equipment and supplies.

OPERATIONS POSITION: FINANCE & ADMINISTRATION CHIEF

STAFFING CHARACTERISTICS: Familiar with common financial record-keeping standards. School Receptionist.

RESPONSIBILITY: Purchasing all necessary materials, tracking financial records, maintaining timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

SPECIAL EQUIPMENT: None

DURING EVENT:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the Admin level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders.
- Determine a process for tracking the regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If Admin personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine a process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases that have been approved by the Site Incident Commander.

AFTER EVENT:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

**Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

**Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

**Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

**Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

**Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed below

### **Step Two: Identify the Level of Emergency**

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

#### **Response Level 0 - Readiness & Routine Phase**

On-going routine response by the School Administration to daily emergencies or incidents. Stand-by and alert procedures are issued in advance of an anticipated or planned event.

#### **Response Level 3 - Local Emergency**

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

#### **Response Level 2 - Local Disaster**

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with TLC to respond. The affected Cities and the County of San Diego will proclaim a local emergency. Then, the State of California may declare a state of emergency.

#### **Response Level 1 - Major Disaster**

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of San Diego will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. When local jurisdictions declare a State of Emergency, the district board can declare the same.

### **Step Three: Determine the Immediate Response Action**

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are: (a) Duck and Cover, (b) ShelterIn-Place, (c) Lock Down,(d) Evacuate Building, (e) Off- Site Evacuation, or (f) All Clear.

### **Step Four: Communicate the Appropriate Response Action**

Communicate appropriate response action and implement Incident Command system.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

This procedure addresses an aircraft crash on or near school property. If a crash results in a fuel or chemical spill on school property. Aircraft Crash Procedures

1. The principal or designee acts as the Incident Commander activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and/or local Police, and provide the exact location (e.g., building or area) and the nature of the emergency.
5. If needed, the Incident Commander will direct the Fire Suppression/HazMat Team to organize fire suppression activities for the protection of students and staff as it is safe to do so until the Fire Department arrives.
6. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
7. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident. A representative will call the Office of Communications with information on this situation as appropriate.
8. Any affected areas will not be reopened until the HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
9. The Psychological First Aid/Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
11. The Incident Commander will notify and update parents via school communications.
12. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **Animal Disturbance**

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

Animal Disturbance Procedures

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

## Armed Assault on Campus

### I. BACKGROUND:

An armed intruder or armed intruder on school property involves one or more individuals intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful devices. An Armed intruder or armed intruder will result in law enforcement and other safety and emergency services responding to the scene as quickly as possible.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, law enforcement officers. The Campus Incident Commander will be relieved by a law enforcement official as soon as possible. The law enforcement official will now be the Incident Commander with complete jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

### II. OBJECTIVE:

A. Assist employees with a response protocol to an armed intruder event and aid in the preservation of life.

### III. DEFINITION:

B. Armed intruder - An armed intruder is defined as "... an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, armed intruders use firearm(s) and there is no pattern or method to their selection of victims.

### IV. GUIDELINES:

C. To preserve life and address the reality of an armed intruder event, these guidelines have been established to guide our response to this event to maximize survivability. Most importantly, quickly determine the most reasonable way to protect your own life.

### V. RESPONSE PROCEDURES:

#### D. Inform:

1. The intent of most armed intruders is to kill as many people as quickly as possible. Traditional law enforcement responses will include the concept of "surround and contain" in order to minimize the number of victims. In order to save lives, the law enforcement agency having jurisdiction will initiate an immediate response.

2. Upon discovery of an armed intruder situation, as soon as possible, and when safe to do so, notify law enforcement (911) and provide an overhead P.A. announcement of an "Armed Intruder" and their location, and initiate an EVACUATION, if possible, or a LOCKDOWN of the campus.

a. The phone call to 911 (from the area where they are safely concealed) should provide the following information:

- 1) Number of suspects, description, and possible location
- 2) Number and types of weapons
- 3) Suspect's direction of travel
- 4) Location and condition of any victims
- 5) Whether there are on-site security or law enforcement officers (e.g. School Resource Officer)

#### E. Run/Lockdown-Hide:

- RUN/EVACUATE if at all possible. If not, gather assistance and engage in conducting a complete LOCKDOWN of the area and HIDE.
- If a safe evacuation is not possible, find a place to hide where the armed intruder is less likely to find you.
- Direct personnel into classrooms or other adjacent rooms, close the door and attempt to barricade the door.

#### 1. Your hiding place should:

- Be out of the armed intruder's view
- Provide concealment if shots are fired in your direction (i.e., locating into a safe room designated area, stay as low to floor as possible and remain quiet and still)
- Do not trap or restrict your options for movement

#### 2. To prevent an armed intruder from entering your hiding place:

- Lock the door, if possible
- Barricade the door with heavy furniture or desks, if possible

#### 3. If the armed intruder is nearby:

- Lock the door, if possible
- Silence your cell phone and/or pager
- Turn off lights, and any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

#### 4. If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the armed intruder's location

- If you cannot speak, use the 911 text message option with your local law enforcement agency
- If 911 text message is unavailable, leave the line open and allow the dispatcher to listen

F. Fight:

1. Take action against the armed intruder:

a. As a last resort (fight or flight), and only when your life is in imminent danger do you consider the following.

2. Disrupt and/or incapacitate the armed intruder by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

a. Utilizing items such as a fire extinguisher can disrupt the shooter's ability to see, breathe, and manipulate the weapon.

b. An "all clear" will be announced overhead when the situation has been addressed and the scene is declared safe by law enforcement officials.

G. District Incident Emergency Management Procedures:

The notification shall provide any information regarding the ongoing situation that will assist the building occupants in making a good decision as to their best survival response option.

a. Notify the Executive Director's office and request activation of the communications plan for media and parent notification protocols.

b. Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point.

c. Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.

VI. DURING AN EVACUATION

A. If there is a safe accessible escape path, attempt to evacuate the premises.

Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the armed intruder may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

VII. ADDITIONAL PROCEDURES

A. After the armed intruder or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.

- If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas and take attendance
- The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area
- Mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel.
- The Executive Director or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents and the public.

## RECOVERY/ RESPONSIBILITIES:

A. Share Information with staff- The health and well-being of our students and employees is critical. As soon as possible, after law enforcement has relinquished Command and Control of the scene, the designated administrator and communications manager will develop informational strategies to address families questions related to the event. Initially, the site of a violent incident will be secured as a crime scene.

B. After the authorities have completed their investigation and have released the crime scene, administrators will need to have the facility appropriately cleaned and sanitized. Cleanup for the safe removal of bio-hazardous substances including blood-borne pathogens must take place, yet must be sensitive compassionate, and caring for the deceased.

C. Buffer those Affected by Post-Event Stresses - Effective coordination with the media and timely dissemination of information can help reduce media pressure on those who are the most vulnerable. Renee Olmeda, is designated as the Public Information Officer who is authorized to speak on behalf of The Learning Choice Academy to the media.

D. Assistance with employee benefits and other administrative issues can reduce the burden on victims and families. Bring in Crisis Response Professionals - Before an incident ever occurs, the planning group will identify trained mental health professionals in the agency. Student Support Services and Mental Health Services would be available to respond in the event of an incident. When an incident occurs, these emergency mental health consultants will, as soon as possible, provide any necessary emotional and psychological support.

## Biological or Chemical Release

### Biochemical/Hazardous Materials

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in the proximity of the school, or an explosion at a nearby oil refinery or other chemical plants.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

**Substance Released Inside a Room or Building Procedures:**

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

**Substance Released Outdoors and Localized Procedures:**

1. The principal or designee becomes the Incident Commander, activates the School Safety Team, and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.
2. The Safety Team will establish a safe perimeter around the affected area and ensure personnel does not reenter the area.
3. The Incident Commander will call 911, and/or local Police, and will provide the exact location and nature of the emergency.
4. The Incident Commander will notify the Administrator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via school communications.
7. The Incident Commander will write a report on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the HazMat or appropriate agency provides clearance and the Incident Commander gives the authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

**Substance Released in Surrounding Community Procedures:**

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

5. The school will remain in Shelter-in-Place until the HazMat or appropriate agency provides clearance or staff is otherwise notified by the Incident Commander.

6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **Bomb Threat/ Threat Of violence**

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

#### **Bomb Threat by Telephone Procedures**

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:

- Nature of threat on the phone line
- Name of school
- Phone number of line receiving threat
- Name and contact information of staff member

2. The person answering the threat call should immediately inform the SSA, and then use the Bomb Threat Form to gather and record information about the call.

3. The site administrator would then contact TLC Administration.

Bomb Threat Form Questions include:

- Where is the bomb (building, location)?
- When is it going to explode?
- What kind of bomb is it? What does it look like?
- Who set the bomb? Why was the bomb set?
- What can we do for you to keep the bomb from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

Caller Characteristics:

- Gender
- Age
- Accent
- Slurred/impaired speech
- Recorded/disguised voice
- Familiarity
- Irrational/incoherent

Background Noise:

- Office
- Outdoors
- Traffic
- Other

4. The Incident Commander, activates the school School Safety team and calls local Police who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
5. If the school is directed to search for unusual or suspicious packages, boxes, or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
6. The Incident Commander will notify the TLC Administration of the incident.
7. No attempt should be made to investigate or examine a discovered suspicious object.
8. The Incident Commander will notify and update parents via school communications
9. The Incident Commander will write a report on the incident.
10. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
11. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
12. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
13. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
14. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
15. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.
16. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

#### Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the School Site Administrator should be immediately alerted.
2. The SSA or designee becomes the Incident Commander and activates the school safety team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and/or local Police and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the TLC Administration of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via district communications.
7. The Incident Commander will write a report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report of the suspicious package.

#### **Bus Disaster**

Does not apply

#### **Disorderly Conduct**

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate.

## Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or SSA.
2. Staff will immediately notify the School Site Administrator or designee.
3. The School Site Administrator or designee becomes the Incident Commander, activates the School Safety Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call local Police if needed and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the TLC Administration of the incident.
8. The Incident Commander will notify and update parents via school communications, as necessary.
9. The Incident Commander will write a report on the incident.
10. The Incident Commander and the safety team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the "All Clear" action.

## Earthquake

### SITE EARTHQUAKE PROCEDURE

Earthquakes often occur without notice and generally have aftershocks which are just as dangerous as the initial quake. A building evacuation will generally occur following a major earthquake due to the potential dangers of fires or explosions. The following earthquake information pertains to this site.

#### BEFORE

##### Goal 1 Objectives

- a) Provide training on how to mitigate damage from an earthquake to staff
- b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills
- c) Ensure proper maintenance of emergency supplies and command kits
- d) Implement mitigation strategies to prevent injury from flying and falling objects

##### Goal 2 Objectives

- a) Stock emergency supplies and command kits annually
- b) Mitigate and prevent injury, death, and damage to property during an earthquake by securing objects and locking cabinets

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS

##### Goal 1 Actions

- a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan
- b) Hold Drop, Cover and Hold-On and Evacuation drills
- c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training

##### Goal 2 Actions

- a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets)
- b) Ensure emergency supplies and command kits are stocked

#### STAFF ACTIONS

##### Goal 1 Actions

- a) Participate in Drop, Cover and Hold-On drills

##### Goal 2 Actions

- a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets, or secure items in cabinets

#### DURING

##### Goal 1 Objectives

- a) If possible, notify staff and students to Drop, Cover, and Hold-On and any other required emergency procedures
- b) Call 9-1-1 if necessary
- c) Notify Executive Director's Office
- d) Staff provides accountability reports and situation status of any hazards

##### Goal 2 Objectives

- a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs
- b) Work with the main office for assistance needed
- c) Implement other emergency procedures based on the analysis

##### Goal 3 Objectives

- a) Implement evacuation and other emergency procedures as needed
- b) Ensure every student and staff member is accounted for
- c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS.

##### Goal 1 Objectives

- a) If possible, notify staff and students to Drop, Cover, and Hold-On.
  - Remind staff and students to cover their heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris
- b) Call 9-1-1 if necessary
- c) Notify the main office of the situation of any significant injuries or damage

- Determine who will inform public information media as appropriate.

d) Determine whether to close the school. If school must be closed, notify staff members, students, and parents

#### Goal 2 Actions

a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of the Incident Command

Team if required

b) If law enforcement or fire are on-site, work collaboratively to decide on evacuation and other necessary emergency procedures

#### Goal 3 Actions

a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation, and other important emergency procedures

b) Implement accountability procedures

c) If there is evidence of a gas leak, designate someone to turn off the gas valves

d) Activate the Incident Command Team, if necessary

- Search and Rescue
- First Aid/Medical
- Reunification Team

- e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders
- f) Implement Reunification Plan as necessary (See Functional Annex B)
- g) Post guards a safe distance away from building entrances to ensure no one re-enters
- h) Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector

**STAFF ACTIONS:**

**Goal 1 Actions**

- a) Provide accountability report to Incident Command/administration.
- b) Provide a report of any hazards or situations that need attention to Incident Command/Administration
- c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

**Goal 2 Actions**

- a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
- b) Notify Incident Command of any assistance needed to perform emergency actions

**Goal 3 Actions – Inside Buildings**

- a) Give Drop, Cover, and Hold-On commands. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under a table or other sturdy furniture with back-to-windows
- b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
- c) Keep students in a protected position for at least two minutes (following the first quake and aftershocks) before assessing for damage or injuries
- d) Check for injuries and render First Aid
- e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path before initiating self-evacuation
- f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack
- g) Have all individuals cover their heads with a book or other hard surface as they evacuate, in case of aftershocks or falling debris
- h) If the Incident Command Team is activated, fill the designated position
- i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible
- j) Classrooms should not be reoccupied until authorized site building inspectors/facilities can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official

**Goal 3 Actions – Outside Buildings**

- a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows, and overhead utility wires that could fall and cause serious injury
- b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet
- c) After shaking stops, check for injuries, and render first aid
- d) Check attendance. Report any missing students to the principal/site administrator
- e) Stay alert for aftershocks
- f) Keep a safe distance from any downed power lines
- g) Do NOT re-enter the building until it is determined to be safe
- h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles, and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck, and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area
- i) If the Incident Command Team is activated, fill the designated position

**During non-school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**

- a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions
- b) Confer with the District Superintendent/Executive Director or designee if damage is apparent to determine the advisability of closing the school
- c) Notify the fire department and utility company of suspected breaks in utility lines or pipes
- d) If school must be closed, notify staff members, students, and parents. Arrange for alternative learning arrangements such as

portable classrooms if damage is significant and school closing will be of some duration

e) Notify the Main Office, who will inform public information media as appropriate

#### AFTER

##### Goal 1 Objectives

- a) Provide information to staff, parents, and students
- b) Provide information to the main office
- c) Provide information to media

##### Goal 2 Objectives

- a) Determine needs in physical/structural, academic, business, and social/emotional recovery
- b) Coordinate with the main office and to implement recovery efforts to restore school operations

##### Goal 3 Objectives

- a) Conduct the After-Action Report process

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

##### Goal 1 Actions

- a) Provide critical information to the district office to develop effective key messages
- b) Work with the appropriate department to write messages to inform parents, staff, and the community about what happened
- c) Work with the appropriate department to draft talking points for phone calls and media requests

##### Goal 2 Actions

- a) Conduct an assessment of the needs for physical/structural, academic, business, and social/emotional recovery
- b) Coordinate with the main Office and implement any necessary recovery actions. These may include:
  - Academics recovery
- o Share classrooms or use other school buildings or other facilities for instruction
- o Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later)
- o Re-evaluate the curriculum
- o Integrate students into other school districts
- o Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment
  - Physical and structural recovery
- o Assess and repair structural and physical damage
- o Clean the facility(ies)
- o Remove health and safety hazards
- o Coordinate donations and volunteers
- o Restore equipment and processes, such as IT equipment, software, books, and instructional materials
- o Resume other school support, such as food services
  - Business functions recovery
- o Create agreements for prioritized services during and after an emergency
- o Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services
- o Restore business services, such as payroll, accounting systems, and personnel records
- o Register displaced students in other school districts
- o Securely share relevant education records with school districts receiving students displaced by the emergency
- o Request emergency funding to pay for immediate cleanup and repair Access long-term recovery funding through loans, community grants, or federal support
  - Social, emotional, and behavioral recovery

- o Provide Psychological First Aid for Schools
- o Conduct ongoing assessment/monitoring of students, teachers, and staff's mental/behavioral health
- o Monitor attendance, grades, and counselor's visits
- o Make individual and group crisis counseling available
- o Refer students, teachers, and staff to long-term interventions, if needed
- o Provide trauma- and grief-focused school-based mental/behavioral health programs
- o Provide support to caregivers to help prevent or reduce compassion fatigue

Goal 3 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engage in the process to identify strengths and weaknesses (areas for improvement) of the response
- c) Identify steps to improve future responses
- d) Implement steps for improvement

**Explosion or Risk Of Explosion**

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

Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover, and Hold On.
2. The School Site Administrator or designee becomes the Incident Commander, activates the School Safety Team, and will call 911 and/or local Police, to provide the exact location (e.g., building, room, area) and nature of the emergency.
3. The Incident Commander will notify the TLC Administration of the incident.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate the Building, or Off-Site. Relocation. Evacuation may be warranted in some buildings on campus, and other buildings may be used as shelters.
5. In the event of an evacuation, staff, and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring the student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via school communications.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized users to open a report on the incident.
9. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
10. The School Safety Team should attempt to suppress small fires with extinguishers if it is safe to do so.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons from entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Student Safety Team will inspect school buildings. The Safety Team will maintain a log of their findings, by building and providing a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the local Police and district.
16. Any areas affected by the explosion will not be reopened until the HazMat or appropriate agency provides clearance and the Incident Commander gives the authorization to do so.
17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the "All Clear" action.

Risk of Explosion on School Property Procedures

1. The School Site Administrator becomes the Incident Commander, activates the School Safety Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.

2. If the school administrator issues an Evacuation Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Safety Team of missing students.
4. The School Site Administrator will call 911 and/or local Police and will provide the exact location (e.g., building, room, area) and nature of the emergency.
5. The School Site Administrator will notify the TLC Administrator of the incident.
6. Staff should attempt to suppress small fires with extinguishers if it is safe to do so.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Operations Chief will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via school communication.
10. The Incident Commander will write a report on the incident.
11. All affected areas will not be reopened until the HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Incident commander will complete a Damage Assessment Report and transmit it to the local Police and TLC administration.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the "All Clear" action.

#### Explosion or Risk of Explosion in Surrounding Area Procedures

1. The School Site Administrator or designee becomes the Incident Commander, activates the School Safety Team, and initiates the Shelter-in-Place response action.
2. The Incident Commander will notify 911 and/or local Police and provide the exact location (e.g., building, area) and nature of the emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via school communications.
6. The Incident Commander will write a report on the incident.
7. The school will remain in a Shelter-in-Place condition until the HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the "All Clear" action.

## Fire in Surrounding Area

Should a wildfire endanger the students or staff, it is important to work with the local fire department to act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place, or a campus closure. Schools should have procedures in place for each of these possibilities.

## BEFORE

### Goal 1 Objectives

- a) Coordinate with the local fire department to ensure an effective response to a Wildfire
- b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
- c) Develop a clear chain of command with staff

### Goal 2 Objectives

- a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

### Goal 3 Objectives

- a) Store combustible materials in fireproof containers
- b) Follow the Fire Code and district rules regarding fire prevention
- c) Provide fire prevention training to staff
- d) Hold Fire Drills
- e) Maintain an adequate supply of fire extinguishers
- f) Ensure proper maintenance of fire prevention equipment

## PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

### Goal 1 Actions

- a) Meet, plan, and train with the local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
- b) Develop site-specific procedures to engage in voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place, and campus closure

### Goal 2 Actions

- a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place, and campus closure

### Goal 3 Actions

- a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
- b) Ensure combustible materials are stored in fireproof containers
- c) Provide fire prevention materials to before/after school program staff
- d) Hold fire extinguisher training for staff
- e) Ensure adequate supply of fire extinguishers is appropriately maintained on campus
- f) Hold the required number of fire drills and vary the situation to improve staff and student response

## STAFF ACTIONS

### Goal 1 Actions

- a) Take fire extinguisher training or read about/watch videos on how to use a fire extinguisher
- b) Read any fire prevention and wildfire response materials provided by the administration

### Goal 2 Actions

- a) Participate and lead students in fire drills
- b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus
- c) Become familiar with and only use Fire Marshall-approved fire retardant classroom decorations

## DURING

1. While coordinating with the local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions

Goal 1 Objectives

- a) Conduct appropriate wildfire response actions in a timely manner
- b) Conduct accountability procedures in a timely manner
- c) Activate school site Incident Command Team, as necessary

Goal 1 Actions

- a) Work with the main office, local fire department, and other responders to determine the best course of action
- b) Communicate plan of action to staff and students:
  - voluntary evacuation
  - early dismissal
  - mandatory evacuation
  - shelter-in-place
  - campus closure
- c) Consider the following while implementing response action
  - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
  - Food and water
  - Security and Safety
  - Communications
- d) Contact families to notify them of the planned course of action
- e) Activate school Incident Command Team, as necessary
  - Reunification Team

- f) Ensure all staff and students are accounted for
- g) Ensure that access roads are kept open for emergency vehicles
- h) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
- i) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting classrooms/offices
- b) Notify the appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify the fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
- d) Notify the main Office of the situation

STAFF ACTIONS:

Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure
- b) If evacuating or sheltering-in-place, take emergency backpack and student kits
- c) Maintain control of the students at a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the Principal/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- f) Serve in any designated position on the Incident Command Team
- g) Shut the classroom or office door after all individuals have exited
- h) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

1. Effectively communicate to all stakeholders
2. Determine campuses' FIRE threat response strengths, areas for improvement, and steps to improvement

Goal 1 Objectives

- a) Provide information to staff, parents, and students
- b) Provide information to the main office
- c) Provide information to media

Goal 2 Objectives

- a) Conduct the After-Action Report process

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

Goal 1 Actions

- a) Provide critical information to the main office to develop effective key messages
- b) Work with the appropriate department to write messages to inform parents, staff, and the community about what happened
- c) Work with the appropriate department to draft talking points for phone calls and media requests

Goal 2 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engage in the process to identify strengths and weaknesses (areas for improvement) of the response
- c) Identify steps to improve future responses
- d) Implement steps for improvement

STAFF ACTIONS

- a) Participate in the after-action report process
- b) Participate in any determined corrective actions discovered in the after-actions process

## Fire on School Grounds

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

#### BEFORE

1. Prevent fire on campus
2. Reduce or prevent the risk of injury to individuals and damage to property from fire

##### Goal 1 Objectives

- a) Store combustible materials in fireproof containers
- b) Follow the Fire Code and district rules regarding fire prevention.

##### Goal 2 Objectives

- a) Provide fire prevention training to staff
- b) Hold Fire Drills
- c) Maintain an adequate supply of fire extinguishers
- d) Ensure proper maintenance of fire prevention equipment.

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

##### Goal 1 Actions

- a) Review school fire codes annually
- b) Send a list of school fire codes to staff annually, including before/after school program staff
- c) Ensure teachers and staff are using Fire Marshall-approved fire retardant classroom decorations, including before/after school classrooms
- d) Ensure combustible materials are stored in fireproof containers

##### Goal 2 Actions

- a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan
- b) Provide fire prevention materials to before/after school program staff.
- c) Hold fire extinguisher training for staff
- d) Ensure adequate supply of fire extinguishers is appropriately maintained on campus
- e) Hold the required number of fire drills and vary the situation to improve staff and student response

#### STAFF ACTIONS:

##### Goal 1 Actions

- a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus
- b) Become familiar with and only use Fire Marshall-approved fire retardant classroom decorations

##### Goal 2 Actions

- a) Take fire extinguisher training or read about/watch videos on how to use a fire extinguisher
- b) Read any fire prevention materials provided by the administration
- c) Participate and lead students in fire drills

#### DURING

1. Protect life and implement Evacuation
2. Prevent property damage by preventing the spread of fire

##### Goal 1 Objectives

- a) Evacuate individuals from school buildings in a timely manner
- b) Conduct accountability procedures in a timely manner
- c) Provide First Aid/Medical
- d) Alert Fire Department

##### Goal 2 Objectives

- a) Implement strategies while evacuating which will prevent the spread of fire
- b) Notify the Fire Department and other entities of hazards and vulnerabilities
- c) Notify District Office/facilities

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

##### Goal 1 Actions

- a) Sound the fire alarm to implement evacuation of the building

- b) Immediately evacuate the school using the primary or alternate fire routes
- c) Notify the Fire Department (call 911)
- d) Ensure all staff and students are accounted for
- e) Activate the Incident Command Team
  - Direct search and rescue team to be sure all students and personnel have left the building
  - Activate First Aid/Medical/Triage team as necessary
- f) Ensure that access roads are kept open for emergency vehicles
- g) If needed, notify bus dispatch for off-site evacuation
- h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting classrooms/offices
- b) Notify the appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify the fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
- d) Notify the main Office of the situation

STAFF ACTIONS:

Goal 1 Actions

- a) Evacuate students from the building using primary or alternate fire routes
- b) When evacuating, take the emergency backpack and student kits
- c) Maintain control of the students at a safe distance from the fire and firefighting equipment
- d) Take attendance. Report missing students to the Principal/designee and emergency response personnel
- e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building
- f) Serve in any position assigned to the Incident Command Team

Goal 2 Actions

- a) Shut the classroom or office door after all individuals have exited
- b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

1. Provide necessary attention to people and property to ensure continued safety and security
2. Determine campuses' fire response strengths, areas for improvement, and steps to improvement

Goal 1 Objectives

- a) Implement the Reunification Plan if necessary
  - Assess the needs of individuals and campus including:
  - Mental health care
  - Debris removal
  - Soot/smoke (odor) removal including HVAC system
  - Restoration/fixes

b) Based on needs assessment establish and implement a plan to provide care for people and restore the property

#### Goal 2 Objectives

a) Conduct After-Action Report

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS

##### Goal 1 Actions

a) Activate the Reunification Plan if necessary

b) Conduct an assessment of the needs of campus individuals and buildings

c) Determine whether mental health services need to be provided

d) Determine the restoration, debris removal, and soot/smoke removal needs

e) Based on assessment, implement needed services

##### Goal 2 Actions

a) Conduct an after-action report process and implement necessary actions for improving future responses

b) Gather stakeholders to debrief and engage in the process to identify strengths and weaknesses (areas for improvement) of the response

c) Identify steps to improve future response

d) Implement steps for improvement

#### STAFF ACTIONS

##### Goal 1 Actions

a) Implement the Reunification Plan if necessary

b) Assist in identifying needs for mental health, restoration, debris removal, etc.

c) Facilities/maintenance should contact a physical recovery company to clean and remove debris

d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement

e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary

##### Goal 2 Actions

a) Participate in the after-action report process

## **Flooding**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby manmade dam.

#### Procedure

1. The School Site Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

2. The School Site Administrator will notify "911" and local police and/or San Diego County Sheriff's Dept. and will describe the nature and extent of the flooding.

3. If the School Site Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

5. The School Site Administrator will notify the Chief of Student Services of the emergency situation. A member of this group will call the Office of Communications with information on this situation.

6. The School Site Administrator will initiate an OFF-SITE EVACUATION as if warranted by changes in conditions.

## Loss or Failure Of Utilities

## BEFORE

1. Prevent the risk of injury to individuals and damage to property from a Power Outage
2. Develop the capacity of staff to lead students through appropriate response options
3. Develop capacity for the educational process to continue in power outages

### Goal 1 Objectives

- a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences of a power outage
- b) Ensure portable lighting (i.e., flashlights and batteries) is available at the school site
- c) Always keep hallways and pathways clear

### Goal 2 Objectives

- a) Train staff on response actions during a power outage

### Goal 3 Objectives

- a) Develop a continuity of education plan for both short- and long-term power outages
- b) In Risk Assessment determine facilities that will be conducive to teaching during a power outage

## PRINCIPAL/SITE ADMINISTRATOR ACTIONS

### Goal 1 Actions

- a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has regarding power outages and the subsequent consequences.
- b) Based on the assessment determine areas for improvement and implement steps to improve
- c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting.
- d) To prevent injury, ensure staff and students keep hallways and pathways clear

### Goal 2 Actions

- a) Provide training to staff on responding during a power outage

### Goal 3 Actions

- a) Work with the main office to develop a continuity of education plan for both short- and long-term power outages
- b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue

## STAFF ACTIONS

### Goal 1 Actions

- a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights

### Goal 2 Actions

- a) Read any emergency power outage materials provided by the administration.
- b) Participate and lead students in emergency drills

### Goal 3 Actions

- a) Develop plans to provide lessons during a power outage

## DURING

1. Assess the situation
2. Make necessary notifications
3. Implement response actions

### Goal 1 Objectives

- a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs
- b) Consider weather conditions in assessment, including wind, rain, extremely low or extremely high temperatures
- c) Work with the main office for assistance needed
- d) Implement other emergency procedures based on the analysis

### Goal 2 Objectives

- a) Make notifications to the staff and students.
- b) Notify Executive Directors Office
- c) Staff provides accountability reports and situation status of any hazards

### Goal 3 Objectives

- a) Implement evacuation and other emergency procedures as needed
- b) Ensure every student and staff member is accounted for
- c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)

## PRINCIPAL/SITE ADMINISTRATOR ACTIONS

### Goal 1 Actions

- a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations
- b) Contact the district office for any necessary assistance
- c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation

### Goal 2 Actions

- a) Notify staff and students of emergency procedures to implement
  - Remind staff and students to cover their heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris

- b) Notify the Executive Director's Office of the situation of any significant injuries or damage
- c) Determine whether to close the school. If school must be closed and an early dismissal organized, notify staff members, students, and parents

#### Goal 3 Actions

- a) Ensure staff and students implement evacuation or other important emergency procedures
- b) Recommend staff ensure their flashlights/emergency lighting is out and available
- c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light)
- d) Implement accountability procedures
- e) Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector

#### STAFF ACTIONS

##### Goal 1 Actions

- a) Follow the directions of the Incident Command to carry out necessary response action
- b) If evacuating or sheltering in place in another room, take the emergency backpack and student kits
- c) Take attendance. Report missing students to the principal/designee and emergency response personnel
- d) Continue teaching/office work if possible
- e) Serve in any designated position on the Incident Command Team.
- f) Gather any emergency lighting to have on hand.
- g) Provide information to the principal/site admin regarding any hazards or vulnerabilities

#### AFTER

1. Effectively communicate to all stakeholders
2. Determine campuses' bomb threat response strengths, areas for improvement, and steps to improvement

##### Goal 1 Objectives

- a) Provide information to staff, parents, and students
- b) Provide information to the main office
- c) Provide information to media

##### Goal 2 Objectives

- a) Conduct the After-Action Report process

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS

##### Goal 1 Actions

- a) Provide critical information to the district office to develop effective key messages
- b) Work with the appropriate district department to write messages to inform parents, staff, and the community about what happened
- c) Work with the appropriate district department to draft talking points for phone calls and media requests

##### Goal 2 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engage in the process to identify strengths and weaknesses (areas for improvement) of the response
- c) Identify steps to improve future responses
- d) Implement steps for improvement

#### STAFF ACTIONS

##### Goal 2 Actions

- a) Participate in the after-action report process.
- b) Participate in any determined corrective actions discovered in the after-actions process.

#### **Motor Vehicle Crash**

This procedure addresses a Motor Vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property.

#### Vehicle Crash Procedures:

1. The School Site Administrator or designee acts as the Incident Commander activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.

2. If the Incident Commander issues the evacuation building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and/or local Police, and provide the exact location (e.g., building or area) and nature of the emergency.
5. If needed, the Incident Commander will direct the Fire Suppression/HazMat Team to organize fire suppression activities for the protection of students and staff as it is safe to do so until the Fire Department arrives.
6. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
7. The Incident Commander will notify the Admin of the incident. A representative will call the Office of Communications with information on this situation as appropriate.
8. Any affected areas will not be reopened until the HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
9. The Psychological First Aid/Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
11. The Incident Commander will notify and update parents via school communications.
12. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized users to open a report on the incident.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the "All Clear" action.

### **Pandemic**

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community. During a suspected public health emergency, the School Site Administrator or designee will consult with the TLC Administration.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

#### **Healthy Habits to Reduce Public Health Emergency Impact**

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:

- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaners from the Warehouse. Schools may not use alcohol-based hand cleaners. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff who are symptomatic. In the event of any public health outbreak, limit contact with symptomatic people. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs and then sent home with a parent or guardian.
- School Site Administrators must consider how to carry on school operations without, for example, their Office Manager or cafeteria Manager. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be done when those employees are absent.

Have Teachers Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents.

Methods may include the following:

- Allowing students to take home school books and class materials
- Posting lessons on school websites with materials

- Using telephone messages to homes
- Use of other approved Internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school

### **Psychological Trauma**

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate.

#### **Disorderly Conduct Procedures**

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or SSA.
2. Staff will immediately notify the SSA or designee.
3. The SSA or designee becomes the Incident Commander, activates the School Safety Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call local Police if needed and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the TLC Admin of the incident.
8. The Incident Commander will notify and update parents via school communications, as necessary.
9. The Incident Commander will write a report on the incident.
10. The Incident Commander and the safety team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

### **Suspected Contamination of Food or Water**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by local agencies. Indicators of the contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses.

#### **Suspected Contamination of Food or Water Procedures**

1. The School Site Administrator or designee becomes the Incident Commander, activates the School Safety Team, isolates and secures the suspected contaminated food/water to prevent consumption, and restricts access to the area.
2. The Incident Commander will notify:
  - 911
  - Call Local Police
  - San Diego County Department of Health Services
  - District Food Services
3. The Incident Commander will make a list of all potentially affected students and staff and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The Liaison Officer will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via school communications.

8. The Incident Commander will write a report on the incident.

9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the "All Clear" action.

### **Tactical Responses to Criminal Incidents**

#### **CONFIDENTIAL**

Confidential document related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attacks or other criminal acts.

Effective January 1, 2019, AB 1747 requires the inclusion of procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions in the Comprehensive School Safety Plan.

#### **ACTIVE SHOOTER OR OTHER ACTIVE ASSAILANTS**

The Learning Choice Academy sites adhere to the standardized procedures for Lockdown and Active Shooter and other Active Assailant listed in this plan if there is an active shooter, individual with a weapon on campus, or other possible violent crime.

#### **THREATS**

If a threat is made or if a weapon is found on campus, the Threat Assessment team (consisting of multi-disciplinary personnel, including but not limited to administration, counselors, mental health professionals, Information Technology professionals, and law enforcement) will conduct the following steps:

- Evaluate the threat

#### **THEN**

- Decide if the substantive threat is serious and respond to the serious substantive threat.

o Contact the student's parents if necessary.

o Notify the intended victim's parents if necessary.

o See that the threat is resolved through explanation, apology, or making amends.

o Refer for conflict mediation, restorative justice, or counseling to resolve problems as appropriate.

o Follow discipline procedures

o Develop a Behavior Intervention Plan or Behavior Contract as appropriate.

#### **AND**

- Implement a safety plan

#### **OTHER CRIMES**

If other crimes are committed on campus such as thefts and vandalism school administration, along with law enforcement will conduct an investigation. Depending on the investigation outcomes, the administration will follow The Learning Choice Academy procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

### **Unlawful Demonstration or Walkout**

A Demonstration/Walkout is any assemblage on or off-campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person, or via social media) to participate in a demonstration as it passes by a school.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the School Site Administrator.

2. The SSA becomes the Incident Commander, activates the School Safety Team, and initiates the appropriate. Immediate Response Action, which may include a modified Lockdown.

3. The Incident Commander will notify the TLC Admin of the incident.

4. The SSA or designee will immediately proceed to the ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number, and time entered or departed.

5. If students leave the campus, the Incident Commander, in consultation with the Safety Team and TLC Admin, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site.

6. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
7. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
8. The Incident Commander will notify and update parents via school communication.
9. The Incident Commander will write a report on the incident.
10. The Incident Commander should proceed using good judgment based on law enforcement or other legal input, in taking action to control and resolve the situation.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action



# Comprehensive School Safety Plan

School Site Plan and Procedures

*THE LEARNING CHOICE ACADEMY – SD  
Boys and Girls Club  
2025 - 2026*

4635 Clairemont Mesa Blvd San Diego, CA 92117  
Authorized by San Diego Unified School District

This document is to be maintained for public inspection during business hours

**THE LEARNING CHOICE ACADEMY- Boys and Girls Club RESOURCE CENTER**

4635 Clairemont Mesa Blvd San Diego, CA 92117

**SITE NOTIFICATION SYSTEM**

**FIRE** notification method is short, repeated blasts from Handheld Air Horns.

**EARTHQUAKE** notification method is three short blasts from Handheld Air Horns.

**LOCKDOWN** notification method is one long blast from Handheld Air Horns.

**SHELTER-IN-PLACE** notification method is two short blasts from Handheld Air Horns.

The **ALL-CLEAR** notification method is one long blast from Handheld Air Horns.

**SITE INCIDENT COMMAND TEAM PERSONNEL MAJOR ASSIGNMENTS**

<b>Position</b>	<b>Primary</b>	<b>Alternate</b>
Site Incident Commander	Miranda Hamblin	Carli Anderson
Operations Chief	Christian Santos	Crissina Stone
Planning Chief	Adrianna Gray	Sarah Garcia
Logistics Chief	Angelique Bailey	Cathy Kniss
Finance & Administration Chief	Jennifer Jacobus	Autumn Berry

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## EXECUTIVE SUMMARY

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any location owned and operated by The Learning Choice Academy.

A “Site Incident Commander” (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Site Incident Commander is the point of coordination for all operations. A Site Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Site Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Site Incident Commander and their Site Incident Command Team are assigned to maintain and implement their Site Emergency Plan. Local Police Services will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Site Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, Local Police Services will review this emergency plan on an annual basis to determine the Site Emergency Plan Template is compliant with federal, state, and local laws, as well as with district policy and procedure.

The Site Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this site. The Site Incident Commander, coordinating with Local Police Services will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This plan is formatted to provide the user with a district-wide standardized document for the operation and management of any emergency which may occur at any district site. This format allows staff to understand basic roles and responsibilities regardless of where in the district they may be working.

It is imperative all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another’s life.

## SITE FACILITY INFORMATION

### SITE FACILITY INFORMATION AND STREET MAP

**The Learning Choice Academy- Boys and Girls Club School Site**

**4635 Clairemont Mesa Blvd San Diego, CA 92117**

**Site Public Phone Number: (858) 536-8388**

**Site Direct Phone Number: (858)-536-8388 ext. 268**

### SITE AERIAL MAP



**SITE EMERGENCY NOTIFICATION INFORMATION**

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The Site Incident Commander and Operations Chief will serve as the primary notification point for emergencies at this site. The primary or alternate Site Incident Commander will notify the director and assistant director. Once notified, the director and or assistant director will begin dispatching public safety services to assist the Site Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn onsite staff. Methods for notifying staff include: Telephone - landline and/or cellular, Radio - 800 MHz and/or site radio, Runners - staff and/or students, Siren System - siren and/or bell depending upon site, Public Announcement System (PA), Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this site. Additional information is found in District Emergency Procedure 15.

The Site Incident Commander will conduct an initial assessment based on available information and advise the Executive Director and Assistant Director of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct site resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

**EXTERNAL CONTACTS:**

CONTACT	EMERGENCY	NON-EMERGENCY
SDUSD School Police Services	(619) 291-7678 (24-Hour)	(619) 725-7000 (Business Office)
Local Police Department	911	619-531-2000
Local Fire/Paramedics	911	(619) 533-4300
Local Water Emergency	(619) 515-3525	619-515-3500
Local Gas & Electric Company	1-800-411-7343	(800) 411-7343

**INTERNAL CONTACTS:**

CONTACT	EMERGENCY	NON-EMERGENCY
TLC Safety Office	(619) 888-6109 (24-Hour)	(619) 463-6849
TLC Maintenance	(619) 656-8837	
TLC Communications		(619) 463-6845

**EMERGENCY DISASTER KIT**

This site maintains one Emergency Disaster Kit(s). Location of Emergency Disaster Kit(s):

Emergency Disaster Kit 1: In Front Office of Suite 104

The Emergency Disaster Kit stores necessary resources for a Site Incident Command. This kit should not be confused with the Crisis Response Box, which is carried out of the site to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their Incident Command. Further assistance can be found in District Emergency Procedure #16. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns:** Recommended a minimum of five (Site Incident Commander & Chiefs).
- Bullhorn:** Recommended a minimum of one.
- Batteries:** Recommend a minimum of two sets for bull horn, flashlights, emergency radios, & walkie talkies.
- Flashlights:** Recommend one per Site Incident Command Team Member (17). (Search & Rescue Team, First Aid and Medical Team requirements listed separately in Section Five).
- Walkie Talkies:** Recommend a minimum of five (Site Incident Commander & Chiefs).
- Duct Tape:** Recommend a minimum of two rolls used for marking blank vests.
- Rosters:** Recommend a minimum of one set per room sorted by alphabet.
- Steno Pads (5x7):** Recommend one per Site Incident Command Team Member (17).
- Pencils & Pens:** Recommend one each per Site Incident Command Team member (34).
- Copies of Forms:** (See Section Five for all Forms).
- Chalk:** Recommend twenty-five sticks, red in color.
- 3x5 Cards:** Recommend-one hundred.
- Department or Classroom Placards.**
- First Aid & Medical Team Supplies:** See Section Five - Form #4.
- Search and Rescue Team Supplies:** See Section Five - Form #11.

- ❑ **Vests for Key Personnel:** Recommend a total of 17 for Site Incident Command Team Members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Five).

All Emergency Disaster Kits and their contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site. The responsibility to delegate the transport of the Emergency Disaster Kit to an activated Site Command Post belongs to the following individuals:

**Primary: Miranda Hamblin**

**Alternate: Carli Anderson**

## **CRISIS RESPONSE BOXES**

This site maintains Two Crisis Response Boxes. One box is for the Site Incident Command Team and one box is for the Public Safety Incident Commander.

Location of Crisis Response Boxes:

Crisis Response Box 1: In back of the facility

Crisis Response Box 2: In the front of the facility

The Crisis Response Boxes are file folder type boxes. The boxes are clearly labeled and contain vital information needed by the Site Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). Further assistance can be found in District Administrative Procedure 5000. The following information is stored inside each box:

- Current copy of the Site Emergency Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all structures, electric, gas, water cable, telephone, intrusion and fire alarm shut offs, classroom numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these structures.
- Current map of site or school layout. Map must show all buildings, classroom numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and pictures of every student and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent year book.
- Telephone numbers listed in numerical order for each classroom/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander. The Site Incident Commander will work with Local Police Services on conducting an inspection during the month of October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

**Primary: Miranda Hamblin**

**Alternate: Carli Anderson**

## **SITE EMERGENCY OPERATIONS OVERVIEW**

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

### **Disaster Service Workers**

California Government Code, Chapter 8, Section 3100 states: “all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a Site Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the “Evacuation Area”), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Site Incident Command Team responsibilities.

### **Plan Maintenance**

The Site Incident Commander is responsible for the maintenance of this plan. The Site Emergency Plan is Criterion 2 of California’s mandated Comprehensive Safe Schools Plan. Local Police Services are responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the Site Incident Commander to Local Police Services for approval prior to any distribution. The Site Emergency Plan will be maintained on a secured intranet with “read only” access to the Site Incident Command Team and revision access to the Site Incident Commander and Local Police Services.

### **Training & Exercises**

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. Exercises allow “people” to practice what they have been trained to do and improve their skills for an actual emergency.

The Site Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the site will receive basic training

within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Site Incident Command Team will receive additional training specific to their duties every year by the Site Incident Commander and Local Police Services.

### Site Incident Command Team Assignments

Key staff will be pre-assigned to the Site Incident Command Team and have specific duties during emergencies. These duties include:

- **Site Incident Commander:** Responsible for overseeing on-site emergency operations. Typically also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties.
  - **Safety Officer:** Ensures that all activities are conducted in as safe a manner as possible.
  - **Public Information Officer:** Acts as official spokesperson for the site in an emergency situation, until the District's Communications Officer is available.
  - **Liaison Officer:** Serves as the point-of-contact for agencies outside of the District's organization.
- **Operations Chief:** Manages direct response to the On-Site Emergency.
  - **Site Facility Check & Security:** Controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Site Incident Commander.
  - **Search & Rescue Leader and Team:** Checks campus for damage, rescue victims, and reports site conditions.
  - **First Aid & Medical Leader and Team:** Provides medical response including CISM (Critical Incident Stress Management).
  - **Student/Parent Reunification**
    - **Assembly Area:** Ensures the care and safety of all students on campus (except those in the Medical Treatment Area).
    - **Request Gate:** Processes requests by parents or authorized adults for release of students and releases student to parent or authorized adult.
  - **Planning Chief:** In charge of collection, evaluation and documentation of information about the incident.
    - **Documentation:** Collects, evaluates, and documents event.
    - **Situation Analysis:** Assesses the overall incident.
  - **Logistics Chief:** Provides facilities, services, personnel, equipment and materials to support response - includes food and transportation services.
    - **Supplies, Facilities, & Staffing:** Provides supplies, equipment and staffing to support response.
  - **Finance & Administration Chief:** Tracks purchases, staff hours, costs, and student accountability.

In the event of an emergency, a Site Command Post will be established by the Site Incident Commander. Site Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section of this plan provides checklists for each of the above assignments. The Site Incident Command Team will report to the Site Incident Commander at the Site Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) located at the District Offices' may be activated to support on-site emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the EOC.

It's important that the Site Incident Command Team refer to both the District Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

# EMERGENCY PROCEDURES

## SITE EVACUATION PROCEDURE

- **NOTIFICATION:** The Site Incident Commander is responsible to notify the Site Incident Command Team when an evacuation is necessary. Command Team, in coordination with the Site Incident Commander, is responsible for activating the evacuation notification procedures..

**THE SIGNAL FOR EVACUATION IS: ONE LONG BLAST FROM HANDHELD AIR HORNS.**

**IF THE PRIMARY EMERGENCY NOTIFICATION SYSTEMS FAILS TO ACTIVATE, THE SECONDARY NOTIFICATION METHOD WILL BE ONE LONG BLAST FROM HANDHELD AIR HORNS FOUND IN THE EMERGENCY DISASTER KIT.**

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone or runners. This method reduces the level of anxiety and potential panic.

**EXITING BUILDINGS:** The Site Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each classroom and department has developed plans for ensuring that all staff and students receive evacuation notification and are moved to a pre-designated evacuation site. All staff will be trained to conduct rapid visual and verbal “sweeps” of their assigned areas to ensure that no one is left behind.

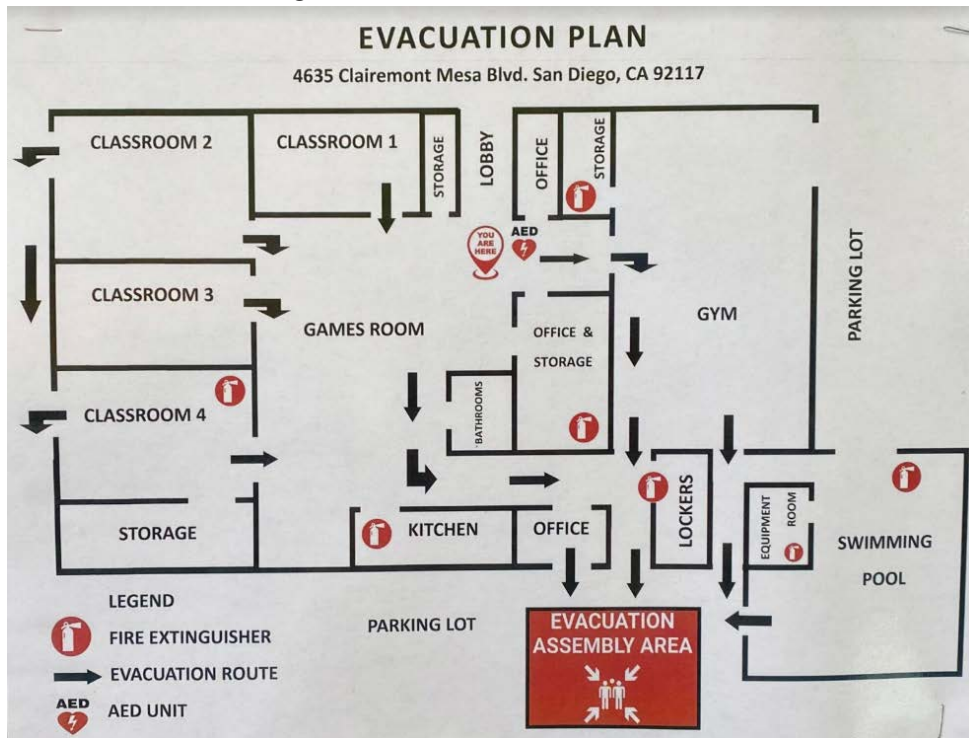
The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

**Primary: Miranda Hamblin**

**Alternate: Carli Anderson**

## EVACUATION LOCATIONS

- **ON-SITE EVACUATION:** When an evacuation is ordered, all staff and students will leave the building via the closest route.



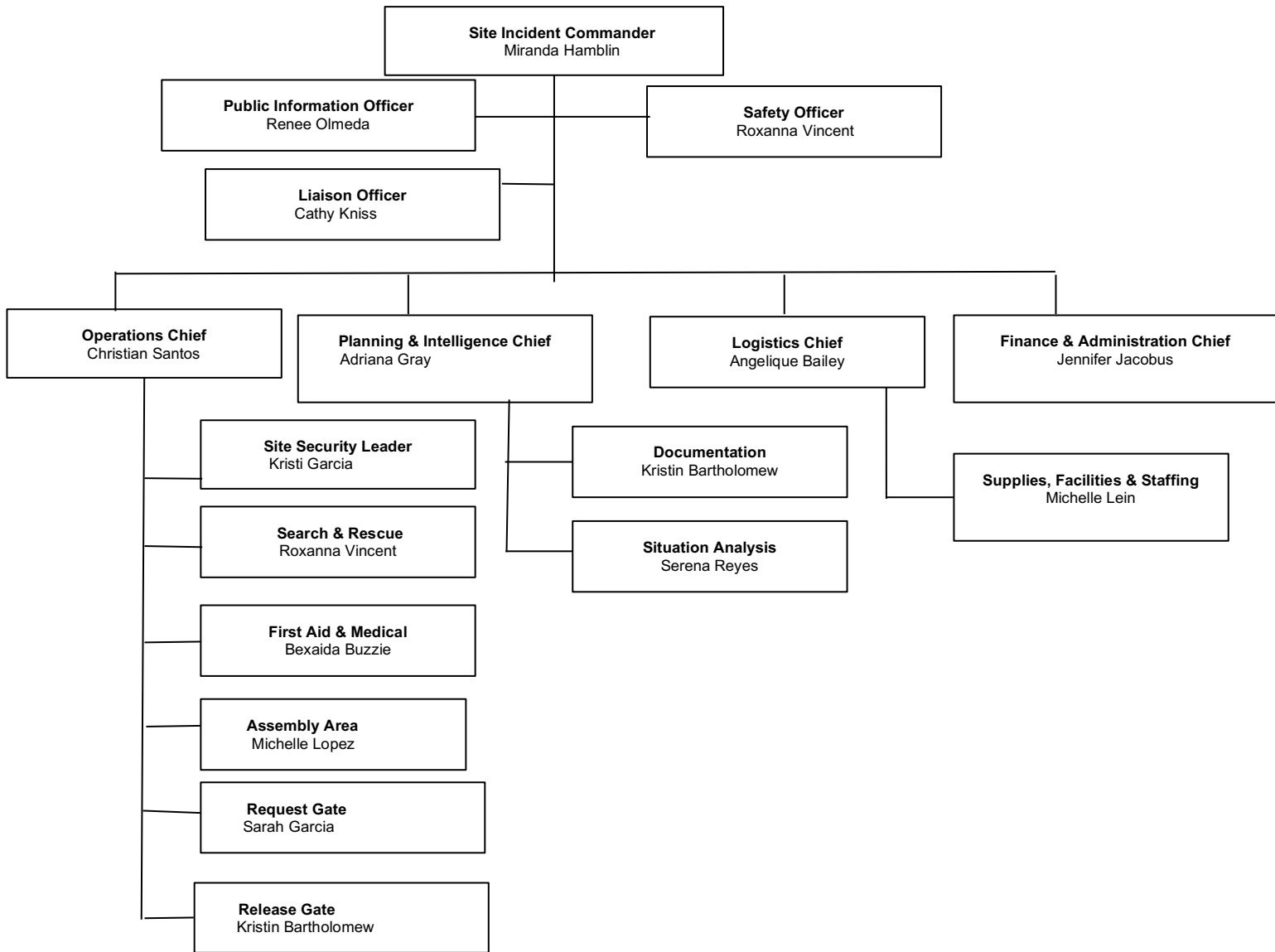
- **OFF-SITE EVACUATION:** In the event that the situation requires a further distance be placed between individuals and the facility, the Site Incident Commander will direct individuals to proceed to:



# EMERGENCY PLAN, ROLES, & RESPONSIBILITIES

## SITE INCIDENT COMMAND TEAM ORGANIZATION CHART

INSERT YOUR SITES COMMAND TEAM ORGANIZATIONAL CHART HERE:



**SITE INCIDENT COMMAND TEAM ASSIGNMENTS**

<b>Position</b>	<b>Primary</b>	<b>Alternate</b>
Site Incident Commander	Miranda Hamblin	Carli Anderson
Safety Officer	Roxanna Vincent	Michelle Lein
Public Information Officer	Renee Olmeda	Debi Gooding
Liaison Officer	Cathy Kniss	Carli Anderson
Operations Chief	Christian Santos	Crissina Stone
Site Facility Check/Security	Kristi Garcia	Brittney Rosas-Davis
Search & Rescue Team Leader	Roxanna Vincent	Dakota Rholin
First Aid & Medical Team Leader	Bexaida Buzzie	Dakota Rholin
Assembly Area/Evacuation Area	Michelle Lopez	Alijah Batie
Release Area/Reunification Area	Sarah Garcia	Kristin Bartholomew
Planning Chief	Adrianna Gray	Sarah Garcia
Documentation	Kristin Bartholomew	Isabelle Rodriquez
Situation Analysis	Serena Reyes	Ketzia Palomares
Logistics Chief	Angelique Bailey	Cathy Kniss
Supplies/Facilities/Staffing	Michelle Lein	Autumn McGiveron
Finance & Administration Chief	Jennifer Jacobus	Autumn Berry

## **POSITION ACTIVATION INFORMATION**

**EQUIPMENT:** Every position on the Site Incident Command Team will require the following equipment:

- Identification vest
- Two-way campus radio
- Paper and pens/pencils
- Job description clipboard

**POSITION-SPECIFIC EQUIPMENT:** Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

## **POSITION ACTIVATION**

1. Once notified of your assignment, put on your vest.
2. Check in with the Site Incident Commander at the Site Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log (Form #2). Maintain all required records and documentation to support the history of the emergency or disaster. Document:
  - a. Messages received
  - b. Actions taken
  - c. Decision justifications and documentation
  - d. Requests filled
  - e. Document missing staff

## **POSITION DEACTIVATION**

1. At the direction of the Site Incident Commander, deactivate your position and close out all logs.
2. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
3. Return equipment and reusable supplies to Logistics.

**COMMAND POSITIONS: SITE INCIDENT COMMANDER****PRIMARY:** Miranda Hamblin**ALTERNATE:** Carli Anderson**REPORTS TO:** Executive Director or Assistant Director

**STAFFING CHARACTERISTICS:** It is common for the School Site Administrator to carry out these duties. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

**RESPONSIBILITY:**

- The Site Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Site Command Post to observe and direct all operations.
- Ensures the safety of students, staff and others on campus.
- Lead by example: your behavior sets the tone for staff and students.

**SPECIAL EQUIPMENT**

- Crisis Response boxes
- Emergency Disaster Kit
- Campus Map
- Master Keys
- Position-Specific Forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Site Emergency Plan
- Tables & Chairs (if Site Command Post is outside)
- Job Description Clipboards
- Bull Horn
- Staff Rosters (2 sets)
- Copies of Forms

**START-UP**

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- **Implement Site Emergency Plan and District Emergency Procedures.**
- Develop and communicate an Incident Action Plan (Form #1) with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.

- Fill in Form #6 Site Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Site Incident Commander in Preparation for long-term operations.

**DURING EVENT:**

- Continue to monitor and assess total school situation.
- View site map periodically for Search & Rescue progress and damage assessment information.
- Check with Chiefs for periodic updates.
- Reassign personnel as needed.
- Report through Communications to school district on status of staff, campus as needed. (Site Status Report).
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Utilize your backup plan, take regular breaks 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per district guidelines. By law, during a disaster, the staff will become “Disaster Service Workers.”
- Remain on and in charge of your site until redirected or released by the Office of the Superintendent.

**AFTER EVENT:**

- Authorize deactivation of sections or units when they are no longer required.
- At the direction of the Office of the Superintendent, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure that any open actions, not yet completed, will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

**COMMAND POSITIONS: SAFETY OFFICER**

**PRIMARY: Roxanna Vincent**

**ALTERNATE: Michelle Lein**

**REPORTS TO: Miranda Hamblin**

**STAFFING CHARACTERISTICS:** It is common for the Site Incident Commander to carry out these duties. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

**RESPONSIBILITY:** The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

**SPECIAL EQUIPMENT:**

- Hard hat (if available)

**DURING EVENT:**

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

**COMMAND POSITION: PUBLIC INFORMATION OFFICER****PRIMARY: Renee Olmeda****ALTERNATE: Debi Gooding****REPORTS TO: Debi Gooding**

**STAFFING CHARACTERISTICS:** It is common for the Site Incident Commander to carry out these duties. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

**RESPONSIBILITY:**

Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available**.

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. A school site-based Public Information Officer should only be used if the media is on campus.

**SPECIAL EQUIPMENT:**

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet (Form #12)
  - School Accountability Report Card (Form #13)
- Scissors
- School site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Tape recorder and tapes

**START-UP ACTIVITIES:**

- Determine a possible “news center” site as a media reception area (located away from the Site Command Post and students).
- Get approval from the Site Incident Commander.
- Identify yourself as the “Public Information Officer” (vest, visor, sign, etc.).
- Assess situation and obtain a statement from the Site Incident Commander. Tape-record, if possible.

- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings.
- Keep all documentation to support the history of the event.

**DURING EVENT:**

- Keep up-to-date on the situation.
- Statements must be approved by the Site Incident Commander and should reflect:
  - Reassurance - EGBOK – “Everything’s Going To Be OK.”
  - Incident or disaster cause and time of origin.
  - Size and scope of the incident.
  - Current situation - condition of school site, evacuation progress, care being given, injuries, student release location, etc.
  - Do not release any names.
  - Resources in use.
  - Best routes to school if known and appropriate.
  - Any information school wishes to be released to the public.
  - Read statements if possible.
  - When answering questions, be complete and truthful, always considering confidentiality & emotional impact.
  - Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
  - Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
  - Update information periodically with Site Incident Commander.
  - Ensure announcements and other information is translated into other languages as needed.
  - Monitor news broadcasts about incident. Correct any misinformation heard.

**COMMAND POSITIONS: LIAISON OFFICER**

**PRIMARY:** Cathy Kniss

**ALTERNATE:** Carli Anderson

**REPORTS TO:** Miranda Hamblin

**STAFFING CHARACTERISTICS:** It is common for the Site Incident Commander to carry out these duties. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

**RESPONSIBILITY:** The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

**DURING EVENT:** Brief Agency Representatives on current situation, priorities and incident action plan. Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans. Provide periodic update briefings to Agency Representatives, as necessary.

**OPERATIONS POSITION: OPERATIONS CHIEF**

**PRIMARY: Christian Santos**

**ALTERNATE: Crissina Stone**

**REPORTS TO: Miranda Hamblin**

**STAFFING CHARACTERISTICS:** The Operations Chief should be a staff member familiar with the site and be trained in response skills.

**RESPONSIBILITY:** The Operations Chief manages the direct response to the disaster, which can include Site Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

**SPECIAL EQUIPMENT:**

- Search & Rescue Equipment
- Maps: See Crisis Response Box

**DURING EVENT:**

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Site Incident Commander.
- Inform the Site Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations Staff within the section as needed.

**OPERATIONS POSITION: SITE FACILITY CHECK & SECURITY**

**PRIMARY: Kristi Garcia**

**ALTERNATE: Brittney Rosas-Davis**

**REPORTS TO: Christian Santos**

**STAFFING CHARACTERISTICS:** Building Safety Supervisor or others familiar with the site's facilities.

**RESPONSIBILITY:** Controls utilities, restricts access to unsafe areas and communicates damage to the Site Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

**SPECIAL EQUIPMENT:**

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shut Off tools - for gas & water (crescent wrench)

**START UP ACTIVITIES:** Check condition and take along appropriate tools.

**DURING EVENT:**

- As you do the following, observe the campus and report any damage by radio to the Site Command Post.\*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, if gas is leaking, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Site Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is "locked down" and report same to Site Incident Command Post.
- Advise Site Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and off campus as appropriate.

## **OPERATIONS POSITION: SEARCH & RESCUE TEAM**

**PRIMARY: Roxanna Vincent**

**ALTERNATE: Dakota Rholin**

**REPORTS TO: Christian Santos**

**STAFFING CHARACTERISTICS:** Check the site for damage, rescues victims, reports campus situation to the Search & Rescue Team Leader.

**RESPONSIBILITY:** Check the site for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports campus situation to the Operations Chief.

### **SPECIAL EQUIPMENT:**

- Search & Rescue Team Member Backpack (See Form #11 for complete list)

### **START-UP ACTIVITIES:**

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Teams should be assigned based on available manpower, minimum 2 persons per team. The District recommends the following standards for establishing Search & Rescue Teams:**
  - **Elementary School and Administrative Facilities with <500 = 2 Teams**
  - **Middle Schools and Administrative Facilities with 500- 1000 = 4 Teams**
  - **Senior High School and Administrative Facilities with >1000 = 6 Teams**

### **DURING EVENT:**

- **Buddy system: Minimum of 2 persons per team.**
- Take no action that might endanger you.
- Do not work beyond your expertise.
- Use appropriate safety gear.
- Size up the situation first.
- **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Site Command Post immediately upon discovery.
- Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building.

- Report structural damage to team leader.
- Use yellow caution tape to barricade hazardous areas.
- **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report to Site Command Post that room has been cleared (ex: "Room A-123 is clear")\*
- When injured victim is located, team transmits location, number, and condition of injured to Site Command Post.
- Do not use names of students or staff.
- Follow directions from Site Command Post.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead)
- Report information.
- Keep communication brief and simple. No codes

## **OPERATIONS POSITION: FIRST AID & MEDICAL TEAM**

**PRIMARY: Bexaida Buzzie**

**ALTERNATE: Dakota Rholin**

**REPORTS TO: Christian Santos**

**STAFFING CHARACTERISTICS:** Trained in first aid and CISM.

**RESPONSIBILITY:** Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

### **SPECIAL EQUIPMENT:**

- First-aid supplies (See Section Five)
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms:
  - Notice of First Aid Care Given Form (Form #8)
  - First Aid & Medical Treatment Victim Log (Form #3)

### **START-UP ACTIVITIES:**

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

### **DURING EVENT:**

- Administer appropriate first aid.
- **Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag.
- Keep and file records for reference-**do not send with victim.**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention.
- Send emergency out- of-area phone number if available.
- **Triage Entry Area:**
  - Staffed with minimum of 2 trained team members, if possible.
  - One member confirms triage tag category (red, yellow, green) and directs to proper treatment area.

- Should take 30 seconds to assess - no treatment takes place here.
- Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Site Incident Command Post as completed.
- **Treatment Areas (“Immediate” & “Delayed”)**
  - Staff with minimum of 2 team members per area, if possible.
  - One member completes secondary head-to-toe assessment.
  - Second member records information on triage tag and on-site treatment records.
  - Follow categories: Immediate, Delayed, Dead.
  - When using 2-way radio, do not use names of injured or dead.

**AFTER:**

- Clean up First Aid & Medical Treatment Area.
- Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

## **OPERATIONS POSITION: ASSEMBLY AREA / EVACUATION AREA**

**PRIMARY: Michelle Lopez**

**ALTERNATE: Alijah Batie**

**REPORTS TO: Christian Santos**

**STAFFING CHARACTERISTICS:** Trained in managing large groups of students.

**RESPONSIBILITY:** Ensure the care and safety of all students on campus (except those who are in the First Aid & Medical Treatment Area).

### **SPECIAL EQUIPMENT:**

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accounting Form (Form#7)
  - Notice of First Aid Care Given Form (Form#8)

### **START-UP ACTIVITIES:**

- Request additional personnel, if needed.
- If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
  - Initiate the setup of portable toilet facilities and handwashing stations.

### **DURING EVENT:**

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

**OPERATIONS POSITION: REQUEST AREA / RELEASE AREA**

**PRIMARY: Sarah Garcia**

**ALTERNATE: Kristin Bartholomew**

**REPORTS TO: Christian Santos**

**STAFFING CHARACTERISTICS:** School Staff or Volunteers

**RESPONSIBILITY:** Assure proper reunification of student with parent or guardian at the Release Area.

**SPECIAL EQUIPMENT:**

- Stapler
- Signs: Parent Request Area
- Empty file boxes to use as out boxes
- Forms:
  - Student Release Form (Form #5)
  - Volunteer Assignment List (Form #9)

**START-UP ACTIVITIES:**

- Secure area against unauthorized access. Mark area with sign.
- Setup Request Area at the main student access Area. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of the Area at the Request Area.
- Assign volunteers to assist.
- Ensure an adequate distance between the Request Area and the Release Area.

**DURING EVENT:**

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Area.

**REUNIFICATION PROCEDURES:**

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.

- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Area.
- If there are two copies of the Emergency Cards (one at each area), staff files the Emergency Card in the out box.
- If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated classroom.

**NOTE: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.**

- If student is with class:
  - Runner shows Student Release Form to the teacher.
  - Teacher marks box, **"Sent with Runner."**
  - If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
  - Runner walks student(s) to Release Area.
  - Runner hands paperwork to staff at Release Area.
- If student is not with the class:
  - Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in school that day.
  - **"First Aid"** if student is in First Aid & Medical Treatment Area.
  - **"Missing"** if student was in school but now cannot be located.
  - Runner takes Student Release Form to the Site Command Post.
  - Site Command Post verifies student location if known and directs runner accordingly.
  - **If runner is retrieving multiple students and one or more are missing, walk available students to Release Area before returning "Missing" forms to the Site Command Post for verification.**

**OPERATIONS POSITION: PLANNING & INTELLIGENCE CHIEF**

**PRIMARY:** Adrianna Gray

**ALTERNATE:** Sarah Garcia

**REPORTS TO:** Miranda Hamblin

**STAFFING CHARACTERISTICS:** Vice Principal or someone familiar with site and its occupants.

**RESPONSIBILITY:** Collection, evaluation, documentation, and use of information about the incident.

**EQUIPMENT:**

- File Box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with plexiglass
- Forms: Position Log (Form #2)

**DURING EVENT:**

- Assume the duties of all Planning Section positions until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Site Incident Commander in writing Incident Action Plan (Form #1)

**OPERATIONS POSITION: PLANNING & INTELLIGENCE DOCUMENTATION****PRIMARY:** Kristin Bartholomew**ALTERNATE:** Isabelle Rodriguez**REPORTS TO:** Andriana Gray

**STAFFING CHARACTERISTICS:** It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

**RESPONSIBILITY:** Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

**SPECIAL EQUIPMENT:**

- File Boxe(es)
- Forms: Position Log (Form #2)

**DURING EVENT:**

- Records:
  - Maintain time log of the Incident, noting all actions and reports.
  - Record verbal communication for basic content.
  - Log in all written reports.
  - File all reports for reference.

**IMPORTANT:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records - they are legal documents.

- Student and Staff Accounting:
  - Receive, record, and analyze Student Accounting Forms.
  - Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
  - Report missing persons and site damage to Site Incident Command Post.
  - Report first aid needs to First Aid & Medical Team Leader.
  - File forms for reference.
  - Track regular and overtime of all staff.

**AFTER EVENT:**

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

## **OPERATIONS POSITIONS: PLANNING & INTELLIGENCE SITUATION ANALYSIS**

**PRIMARY:** Serena Reyes

**ALTERNATE:** Ketzia Palomares

**REPORTS TO:** Andriana Gray

**STAFFING CHARACTERISTICS:** It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

**RESPONSIBILITY:** Analyzes the range of events impacting the campus to provide the Site Incident Commander and the rest of the Site Incident Command Team with cumulative information about the incident.

### **SPECIAL EQUIPMENT:**

- Dry-erase pens and eraser
- Large site map of campus, laminated
- File box(es)
- Map of local area

### **DURING EVENT:**

- Situation Status Map:
  - Collect, organize and analyze situation information.
  - Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
  - Preserve map as legal document until photographed.
  - Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)
- Situation Analysis:
  - Provide current situation assessments based on analysis of information received. Develop situation reports for the Site Incident Command Post to support the action planning process.
  - Think ahead and anticipate situations and problems before they occur.
  - **Report only to Site Incident Command Post personnel. Refer all other requests to Public Information Officer.**

**OPERATIONS POSITION: LOGISTICS CHIEF**

**PRIMARY: Angelique Bailey**

**ALTERNATE: Cathy Kniss**

**REPORTS TO: Miranda Hamblin**

**STAFFING CHARACTERISTICS:** Administrative skills

**RESPONSIBILITY:** The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

**SPECIAL EQUIPMENT:**

- Cargo container or other storage facility with all emergency supplies stored on site.
- Forms:
  - Site Status Report (Form #10)
  - Volunteer Assignment List (Form #9)

**START-UP ACTIVITIES:**

- Assume the duties of all Logistics positions until staff is available and assigned.
- Ensure that the Site Incident Command Post and other facilities are setup as needed.

**DURING EVENT:**

- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander.
- Maintain security of cargo container, supplies and equipment.

**AFTER EVENT:**

- Secure all equipment and supplies.

## **OPERATIONS POSITION: LOGISTICS/SUPPLIES, FACILITIES, & STAFFING**

**PRIMARY:** Michelle Lein

**ALTERNATE:** Autumn McGiveron

**REPORTS TO:** Angelique Bailey

**STAFFING CHARACTERISTICS:** It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

**RESPONSIBILITY:** Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

### **SPECIAL EQUIPMENT:**

- Cargo container or other storage facility with all emergency supplies stored on site.

### **START-UP ACTIVITIES:**

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Site Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

### **DURING EVENT:**

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs.

### **AFTER EVENT:**

- Secure all equipment and supplies.

**OPERATIONS POSITION: FINANCE & ADMINISTRATION CHIEF**

**PRIMARY:** Jennifer Jacobus

**ALTERNATE:** Autumn Berry

**REPORTS TO:** Miranda Hamblin

**STAFFING CHARACTERISTICS:** Familiar with common financial record keeping standards. School Receptionist.

**RESPONSIBILITY:** Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

**SPECIAL EQUIPMENT:** None

**DURING EVENT:**

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders.
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Site Incident Commander.

**AFTER EVENT:** Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

## FORMS

#1 Incident Action Plan

#2 Position Log

#3 First Aid & Medical Treatment Victim Log

#4 First Aid & Medical Team Supplies

#5 Student Release Form

#6 Site Incident Command Team Assignment Form

#7 Student Accounting Form

#8 Notice of First Aid Care Given Form

#9 Volunteer Assignment List

#10 Site Status Report

#11 Search & Rescue Recommended Supplies

#12 Public Information Worksheet

#13 Suspected Child Abuse Report







## FIRST AID & MEDICAL TEAM SUPPLIES

The District recommends that each First Aid & Medical Team have two members and that the following number of teams be maintained:

Elementary School and Administrative Facilities with <500=2 Teams

Middle Schools and Administrative Facilities with 500-1000=4 Teams

Senior High School and Administrative Facilities with >100=6 Teams

- 4 x 4" compress : 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Kerlix bandages: 1 per student
- Ace wrap: 2-inch: 12 per campus and 4-inch: 12 per campus
- Triangular bandages: 24 per campus
- Cardboard splines: 24 each, sm, med, lg.
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.):  $0.016 \times \text{students} + \text{staff} = \text{cases}$
- Hydrogen Peroxide: 10 pints per campus
- Bleach-1 small bottle
- Antiseptic Hand Gel or Packets
- Stretchers or backboards: use on-site supplies from the Nurse's Office or create transport devices by utilizing such things as blankets or doors off hinges-1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1"cloth: 50 rolls per campus and 2" cloth: 24 per campus
- Dust masks: 1 per student and staff
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff

# STUDENT RELEASE FORM

(DELIVERED BY RUNNER)

**PLEASE PRINT**

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Requested  
by \_\_\_\_\_

## TO BE FILLED OUT BY REQUEST GATE STAFF

Proof of I.D. \_\_\_\_\_ Name on Emergency Card: Yes / No

## STUDENT'S STATUS-TO BE FILLED OUT BY TEACHER

Sent with Runner \_\_\_\_\_ Absent \_\_\_\_\_ First Aid \_\_\_\_\_ Missing \_\_\_\_\_

## TO BE FILLED OUT OUT BY RELEASE GATE STAFF

Proof of I.D. \_\_\_\_\_ Name on Emergency Card: Yes / No

## TO BE FILLED OUT BY REQUESTER: AT THE RELEASE GATE

Requester's  
Signature \_\_\_\_\_

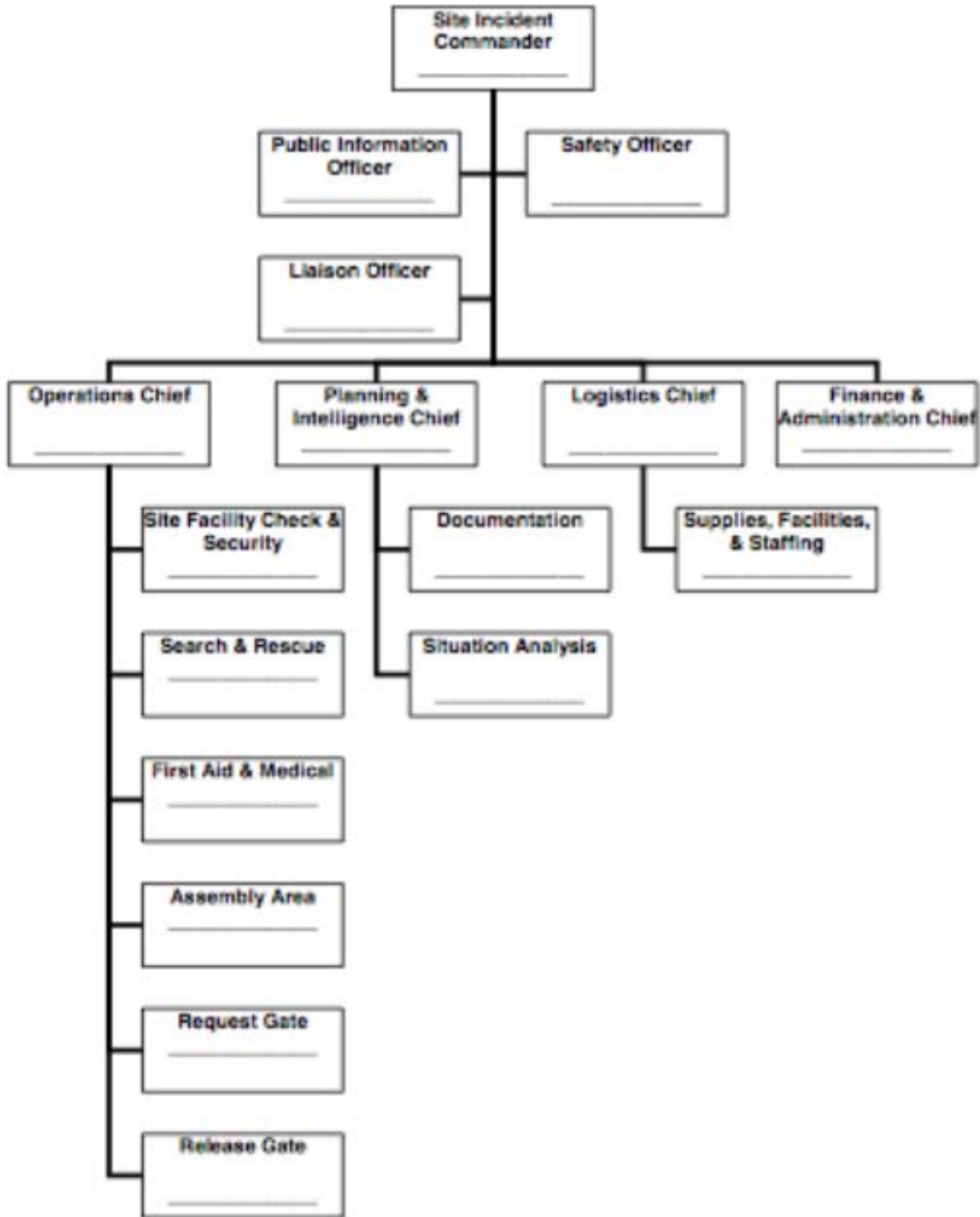
Destination: \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Give the student's Out-of-State Contact number to the person picking up the student.

# SITE INCIDENT COMMAND TEAM ASSIGNMENT FORM



# STUDENT ACCOUNTING FORM

Room Number: \_\_\_\_\_

Date: \_\_\_\_\_

Enrolled per

Register: \_\_\_\_\_

Reported

By: \_\_\_\_\_

Not in School Today:

\_\_\_\_\_

Received By:

\_\_\_\_\_

Present

Now: \_\_\_\_\_

**1. Students or classroom volunteers elsewhere (off campus, left in room other location, etc.)**

Name	Location	Problem

**2. Students on playground needing more first aid than you can handle:**

Name	Location	Problem

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

## NOTICE OF FIRST AID CARE GIVEN

School: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parent,

\_\_\_\_\_ was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

**Nature of Injury:**

\_\_\_\_\_

**Destination (if not presently on site):** \_\_\_\_\_

**Transportation Entity (if presently on site):** \_\_\_\_\_

**Time of**

**Transport:** \_\_\_\_\_

**Additional**

**Information:** \_\_\_\_\_

**Please sign to release the student to your care.**

\_\_\_\_\_

Signature of Parent/Guardian

\_\_\_\_\_

Signature of School Representative

Note: Keep this form with your school's medical treatment records. Do not send this home with the student.

## VOLUNTEER ASSIGNMENT LIST

Volunteer Name/Address/Phone	Time	Position
1. _____ _____ _____ _____		
2. _____ _____ _____ _____		
3. _____ _____ _____ _____		
4. _____ _____ _____ _____		
5. _____ _____ _____ _____		

# SITE STATUS REPORT

To: \_\_\_\_\_ From \_\_\_\_\_

Location: \_\_\_\_\_ Date/Time \_\_\_\_\_

Person in Charge (at site) \_\_\_\_\_

Message Via: 2-way Radio \_\_\_ Radio \_\_\_ Telephone \_\_\_ Messenger \_\_\_

**Employee/Student Status**

	Absent	Injured	Sent to Hospital	Dead	Missing	Unaccounted For (away from site)	Released to Parents	Being Supervised
Students								
Site Staff								
Others								

**Structural Damage-check damage/problems and indicate location(s)**

	Damage/Problem	Location(s)
	Gas Leak	
	Water	
	Fire	
	Electrical	
	Communications	
	Heating/Cooling	
	Other	
	Other	

**MESSAGE:** (Include kind of immediate assistance required; can you hold out without assistance/how long? Overall condition of campus, neighborhood & street conditions; outside agencies on campus and actions; names of injured, dead, missing, and accounted for ASAP)

## **SEARCH & RESCUE RECOMMENDED SUPPLIES**

The District recommends that each Search & Rescue Team have two members and that the following number of teams be maintained:

Elementary School and Administrative Facilities with <500=2 Teams

Middle Schools and Administrative Facilities with 500-1000=4 Teams

Senior High School and Administrative Facilities with >100=6 Teams

### **MEMBER SUPPLIES:**

- Backpack
- Work Gloves
- Helmet
- Identifying Vest
- Safety Goggles
- Flashlight (with extra batteries)
- Personal First Aid Kit
- Water
- Whistle
- Marker Pens
- Pocket Knife
- Duct Tape
- Utility Shut Off Tools
- Notepad and Pen
- Cyalume Sticks (light sticks)
- Walkie-Talkie

### **TEAM SUPPLIES:**

- Fire Extinguisher 3-A:40-B:C
- Pry Bar 36"
- Axe
- Sledge Hammer 5-8 lb.
- Bolt Cutter

# PUBLIC INFORMATION WORKSHEET

## CHECK OFF, FILL IN, AND CROSS OFF AS APPROPRIATE

Name of School

Site: \_\_\_\_\_

Date/Time: \_\_\_\_\_

Note: If this is used as a script, read only those items checked. Make no other comments.

(School

Name) \_\_\_\_\_

has just experienced a(n) \_\_\_\_\_.

\_\_\_\_\_ The (students/staff) [(are being) or (have been)] accounted for.

\_\_\_\_\_ No further information is available at this time.

\_\_\_\_\_ Emergency Medical Services [(are here) or (are on the way) or (are not available to us)].

\_\_\_\_\_ School Police/Local Police [(are here) or (are on the way) or (are not available to us)].

\_\_\_\_\_ Fire Department/Paramedics [(are here) or (are on the way) or (are not available to us)].

\_\_\_\_\_ \_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].

\_\_\_\_\_ Communication center(s) is/are being set up at \_\_\_\_\_ to answer questions.

\_\_\_\_\_ Communication center(s) for families of students and employees is/are being set up at: \_\_\_\_\_ to answer questions about individual students, staff, and reunification plans.

\_\_\_\_\_ Injuries have been reported at \_\_\_\_\_ and are being treated at the site by (staff/professional medical responders. (#) \_\_\_\_\_ reported injured.

\_\_\_\_\_ Students have been taken to a safe area, \_\_\_\_\_, and are with [(classroom teachers/staff) or ( \_\_\_\_\_)].

\_\_\_\_\_ (insert #) Students/Staff have been taken to the local emergency room for treatment of serious injury.

\_\_\_\_\_ Families of injured students/Staff should go to the emergency room at \_\_\_\_\_.

\_\_\_\_\_ Confirmed deaths have been reported at \_\_\_\_\_.

(Names cannot be released until families have been notified).

\_\_\_\_\_ Structural Damage has been reported at the following sites:

\_\_\_\_\_.

Release restrictions: \_\_\_\_\_No \_\_\_\_\_Yes

If yes, explain the restrictions:

\_\_\_\_\_

\_\_\_\_\_.

Released to the public as Public Information Release # \_\_\_\_\_

Date/Time: \_\_\_\_\_

**Print**

# SUSPECTED CHILD ABUSE REPORT

**Reset Form**

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE					
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL				
OFFICIAL CONTACTED - TITLE					TELEPHONE ( )					
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	TELEPHONE ( )			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME				
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____				3. _____					
	2. _____				4. _____					
	<b>VICTIM'S GUARDIANS</b>									
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS		Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )			
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS		Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )			
	<b>SUSPECT</b>									
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY					
ADDRESS		Street	City	Zip	TELEPHONE ( )					
OTHER RELEVANT INFORMATION										
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

