



Los Angeles Unified School District

INTEGRATED SAFE SCHOOL PLAN

2021-2022

ROBERT FULTON COLLEGE PREPARATORY SCHOOL

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1. Introductory Material

1.1 Signature Page

Los Angeles Unified School District

Integrated Safe School Plan

School: ROBERT FULTON COLLEGE PREPARATORY SCHOOL

Date Generated: 9/30/2021

The Integrated Safe School Plan (ISSP) was developed and approved using a District-wide template and a collaborative process respectful of representation/input from all stakeholders groups. All required Committee members listed below must sign the signature page.

Title:	Name:	Signature:	Date Signed:
Required Committee Members:			
Principals/Designee:	MERRITT, PATRICIA	_____	_____
UTLA Chapter Chair:	HOWARD, JOHN	_____	_____
Classified Representative:	PORTER, MICHAEL	_____	_____
Student (Secondary)			
Representative:	Ramirez, Jennifer	_____	_____
Parent (of an attending student)			
Representative:	Perez Carcari, Martha	_____	_____
Law Enforcement			
Los Angeles School Police:	THOMPSON, CRAWFORD	_____	_____
Or		_____	_____
LAPD/LA County Sheriff/		_____	_____
Local Jurisdiction Agency:		_____	_____
Charter School Principal/Designee:	MERRITT, PATRICIA	_____	_____

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1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change
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1.3 Overview

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

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



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

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

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

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

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

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subside, it is important for the school site crisis team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

Access [BUL-5800 Crisis Preparedness, Response and Recovery for more information.](#)

California law requires that schools and all site employees be adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan for use as a template for preparing emergency procedures for each LAUSD school. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies.

1.4 Goals

As part of the planning process, each LAUSD school reviews school-specific data and identifies several goals for the school year. This year's Integrated Safe School Plan goals are:

People and Programs Goal #1: Through consistent Restorative Justice practices to build community between teachers and students and Tier I Intervention practices in the classroom, the number of discipline referrals will decrease below the previous markers of an additional 30% from 170 in June 2019 to just under 120 for the 2021 school year.

Based on FOCUS and WholeChild, only 64 students out of the 1296 from Norm Day 2020 show that they have any pending incidents, which translates to 4.9% of the student population. Outreach from WholeChild does show that Counselors have made and recorded information relating to the students. In this Distance Learning Modality, we are attempting to reach the most at-risk students through

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Teacher referrals, lack of Attendance contact calling and the use of LMS/Schoology to determine if students need further outreach.

People and Programs Goal #2: We will continue to support Distance Rewards - with mailed incentive recognition, coupled with targeted PSA/PSW support, Restorative Justice, the percentage of students earning 92% and higher attendance will increase from the Spring 2020 Distance Learning to 80% by June 2021; through monthly Perfect Attendance events student recognition will be ever-present.

As of the mid-October 2020, RFCP was at 19.9% Chronic Absenteeism - whereas the goal of 80% at the 96%-Present threshold is currently posted. Although this will fluctuate as the month progresses, RFCP has reached an improved 59% within the Green Tier for Attendance rate for the month of September 2021.

Additionally, we are incentivizing Monthly Perfect Attendance with a certificate of recognition AND an In-N-Out gift card that will be handed/mailed to the recipients and also advertised on our LMS and Webpages.

Threat / Hazard: Threat to Self / Others

Threat / Hazard Goal: The frequency of students expressing suicidal ideation or the intent to self injure will decrease through the implementation of school-wide activities, awareness programs, and the purchase of the ACE (High-Risk) program that enhances the positive school climate and strengthens protective factors. Some of these include the implementation of restorative justice practices in all classrooms, school-wide rewards and incentive programs, and providing staff and parent workshops on risk factors and warning signs of youth suicide and self-injury.

Emergency Function: Lockdown

Emergency Goal: To increase emergency preparedness, all teachers, paraprofessionals, and support staff will complete the Learning Zone Course: STEPS 203 What to Do if There is a Lockdown at School by December 2021.

1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into eight sections. Sections 1-2 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 3-4 focus on emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 5-6 presents guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 7 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting. Section 8

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provides a series of appendices of supplemental emergency information including contact information and supply lists. Standard forms, site maps and other supporting information are also contained in the appendices.

2. Plan Development

2.1 School Safety Planning Committee

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. The template for the Integrated Safe School Plan is reviewed and must be updated annually, and as needed on an ongoing basis, with input from subject matter experts and first responder agencies. Every school is responsible for establishing a School Safety Planning Committee, composed of all stakeholder groups. The plan shall be written and developed by a School Site Council (SSC); the SSC may delegate this responsibility to the School Safety Planning Committee made up of members as outlined below (CA Ed. Code Section 32281). The committee is accountable for writing, implementing, monitoring, and evaluating the comprehensive, integrated plan based on the District template and unique to the school's safety needs.

The School Safety Planning Committee should present the updated ISSP at a public meeting at the school site and include discussion and public comments. The uploaded document should include a dated meeting agenda and supporting documents and communications (CA Ed Code 32288).

District employees must be aware of and comply with District, state, and federal safety policies.

Required Team Members

Title	Name
Principal/Designee	MERRITT, PATRICIA
UTLA Chapter Chair	HOWARD, JOHN
Classified Representative	PORTER, MICHAEL
Student (secondary) Representative	Ramirez, Jennifer
Parent (of an attending student) Representative	Perez Carcari, Martha
Los Angeles School Police -OR-	THOMPSON, CRAWFORD
LAPD/LA County Sheriff/Local Jurisdictional Agency	
School Safety Planning Committee Chair	GREENBAUM, MARK
Charter School Principal/Designee	MERRITT, PATRICIA

Suggested Team Members

Title	Name
Teacher	GRANDI, WILLIAM
Dean	

2. Plan Development

Cafeteria Manager	BAHENA, GABRIELA
Plant Manager	PORTER, MICHAEL
School Psychologist	WILLIAMS, BEVERLY
Counselor	POURMOUSSA, NILOUFAR
Physical Education Teacher	HOLTZMAN, MATTHEW
Nurse	SIOJO, MARIA CRISELDA
Health Education Teacher	
PSW	LIZARRAGA, ERICK
Parent Center Director	FLORES, VIRGINIA
PSA	MAGALLON, RIGOBERTO
Coach	LANDRUM, MARIE LISE

2.2 Mitigation and Preparation

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

2.3 Safe School Planning Committee Checklist

Essential Checklist: School Safety Planning Committee

- ☐ The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ☐ Schedule and publish the meeting dates for School Safety Planning Committee.
- ☐ Send out a survey to faculty to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Log on to: <http://achieve.lausd.net/emergencyservices> and look under “Integrated Safe School Plan,” LAUSD ISSP Resources for “[School Emergency Team Skills Survey](#).” You can also find examples of memos and letters you can use.
- ☐ Make the staff assignments in the Integrated Safe School Plan based on the results of the survey, recommendations from the School Safety Planning Committee and consultation with the principal.
- ☐ If practical, the School Safety Planning Committee consults, cooperates and coordinates with other school site councils or school safety planning committees (CA Education Code Section 32282).
- ☐ Prior to adoption, the Integrated Safe School Plan is reviewed and discussed by the School Safety Planning Committee and the administrative staff.
- ☐ A current copy of the Integrated Safe School Plan (redacting sensitive information such as all school maps) is available for public review in the Main Office (Ed Code 32282). Additional copies are in the emergency bin and School Emergency Response Box.
- ☐ Staff members are made aware of how to access the Integrated Safe School Plan online (issp.lausd.net), their emergency roles in the plan, and how to print it.
- ☐ All employees are reminded of their role and responsibilities as disaster service workers. (See Section 5.)
- ☐ Verification of the public meeting is on file and includes the meeting announcement, meeting agenda, and sign-in sheet.
- ☐ The Integrated Safe School Plan is evaluated and amended as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented [Ed. Code Section 35294.2(e)].
- ☐ Check all emergency supplies in the emergency bin, nurse’s office, classrooms and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the warehouse. Note that each semester you will need to certify through the online Administrator’s Certification process that the school’s emergency bin is stocked in adequate amounts, organized, in good working order, and within applicable expiration

guidelines.

- ☐ Establish a Continuity of Service Plan (also known as a Continuity of Operations Plan). Which functions are essential? Which functions must be conducted on site? Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For the school continuity plan template, see the Emergency Services web site: [Essential Functions for Continuity of Service at School](#).
- ☐ Check all school radios. If there is a problem, contact the Radio Unit at (323) 224-2411. Visit their website for more details: <https://achieve.lausd.net/radiounit>.
- ☐ Have faculty identify their neighboring classroom “buddy” with whom they will check on during an evacuation. Create a list to make sure no one is omitted.
- ☐ Create/update the staff cell phone contact list and add it to the ISSP appendices.
- ☐ Check your school’s emergency contact phone list of District offices and support personnel to make sure it is current and accurate. (This can supplement Emergency Contacts in Section 3.20, Contacts in Section 8 [Appendices] and Additional Contacts data in Step 4 of the online ISSP).
- ☐ Schedule fire drills and other emergency drills on the school’s master calendar.
- ☐ Ensure that the school’s emergency response box contains current and accurate lists.
- ☐ Review the school’s emergency response procedures with your office/clerical/custodial and support staff. Make sure they are prepared.
- ☐ Review the school’s emergency response procedures with Beyond the Bell, L.A.’s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print them copies of the Integrated Safe School Plan and all contact lists.
- ☐ Direct staff to <http://STEPS.lausd.net> for online emergency training information. Administrators can use the STEPS website to access online Emergency Management classes from FEMA.
- ☐ Conduct a Vulnerability Assessment using the template provided on the Emergency Services website. Take STEPS class 406, “Conducting a Vulnerability Assessment,” to learn more.

2.4 Plant Inspections

Inspecting and ensuring that all schools are clean, secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

Essential Checklist: Plant Inspections

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

2.5 Hazards in the Community – Vulnerability Assessment

An LAUSD Vulnerability Assessment that assesses and evaluates hazards on and off-campus is available to schools at <http://achieve.lausd.net/page/2309> and is designed to be completed by the School Safety Planning Committee. Completing this assessment provides additional information that will help the committee create a robust and informed Integrated Safe School Plan.

School administration should be aware of potential hazards in the community that can impact the school during an emergency. For example, knowing that a nearby facility uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) has conducted a survey of the facilities near every school. Site administrators can meet with an LASPD officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary, found in the appendices.

Site administrators should visit the [CalEPA website](#) and insert the address of their school to see a list of environmental hazards near their campus. They should then print out the map of their school community that shows the exact location of these facilities. Note hazards near the campus, including:

- Facilities containing toxic chemicals or radioactive materials
- High voltage power lines and transformers
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right-of-way)
- Underground gas or oil pipelines
- Water towers or tanks
- Unreinforced masonry buildings that may collapse during an earthquake
- Unique site-specific considerations

The map should be retained with the Integrated Safe School Plan and be a reference during emergencies and evacuations.

2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the MyPLN STEPS courses 210 and 410.

All school staff members need to be aware of the needs and challenges of students in their care. Schools are required to establish specific plans for students and/or employees with special needs to ensure their safety and implementation of any necessary documentations during any emergency (CA Education Code Section 32282). In collaboration with appropriate staff, the School Safety Planning Committee should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students in special education and general education may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

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

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

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

An administrator/designee shall be identified as the primary contact for ensuring students and others on campus with disabilities and other special needs are considered throughout the ongoing development of the plan. VILLAGRAN, REBECA This administrator and an alternate comprise the Access and Functional Needs Team (See Section 3.6).

Identification of Students with Specific Needs

The School Safety Planning Committee and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for special education services, but who are still going to need additional assistance during or immediately after an emergency.

2. Plan Development

Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

- School Nurse
- Parents
- Teachers
- IEP Meetings
- LRE Counselors
- Students
- 504 Plans
- 504 designees
- Counselors
- Meetings (e.g., Student Success Progress Teams)

The list of students with specific needs can be entered in the "Emergency Conditions" field of the Welligent database that stores LAUSD student medical condition information. Specific equipment and supplies needed to care for each student should be listed there as well. Periodically, the site administrator can print out an updated list. Details on using the Emergency Conditions field in Welligent are in the online MyPLN course STEPS 422.

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

- Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.
- Emergency contact information for each identified student with specific needs.
- Welligent (Student Health Program) print-outs for students with chronic conditions who may require special or additional support from the Search and Rescue Team or Triage Teams.
- Information is available in the [REF-5450 School Emergency Response Boxes](#).

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

The Administrator/Designee for Access and Functional Needs should ensure that all students with specific needs during an emergency have been identified and that the list of these students and their needs has been placed in the School Emergency Response Box.

2. Plan Development

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

Emergency Notification for Students with Specific Needs

School administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conducting regular emergency drills incorporating an emergency notification system, such as the fire alarm system and PA system, tests the system and identifies any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through MyPLN.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

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

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

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist specific needs students who cannot evacuate the building on their own. In almost all situations, students can be assisted or carried down stairs by two to four adults on the Search and Rescue Team. Rescue technique training is available online through MyPLN course STEPS 210. Multiple-story schools that need a Rescue Seat or Evac+ Chair, or training on using the Evac+ Chair should contact the Office of Emergency Services.

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. These students will also need assistance after an earthquake as elevators should not be used. In

2. Plan Development

addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as blind students. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

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

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

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the [REF-5803 Emergency Procedures, Drills and District-Wide Exercises](#).

All students with evacuation challenges must be identified and know:

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

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

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

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

Use special manual chair provided by district to get physically disabled students/staff from second floor to the first floor.

Preparing to Shelter and Care for Students with Specific Needs

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

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

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

2.7 Public Shelters

Please note that there are procedures that are followed by LAUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Services in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to the Office of Emergency Services at 213-241-5337 or the LASPD Watch Command at 213-625-6631. More information is available in the [BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation Bulletin](#).

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process. Twelve self-assessments are available for completion online as part of Step 2 of the Integrated Safe School Plan process. They contain critical elements of safe and healthy school planning that must be completed to be in compliance with federal law, state law, and District policy and procedures. Results can be used to further facilitate the development of the school's ISSP.

The most successful assessments are conducted by a broad array of individuals, including support staff and first responders. Students and parents, including students and parents with disabilities, and others with access and functional needs, should be included to the maximum

extent appropriate. These individuals will reflect on the school's practices, progress and challenges based on the prior year's data to complete the assessments.

2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet federal and state mandates and the health needs of students. The school ensures immediate and reliable access to medications, special diets, treatments and emergency care.

School menus, Café-LA programs, meal application and other pertinent food services and nutritional information can be found on the Food Services Division website at <https://achieve.lausd.net/cafela>.

Adequate time for students to obtain and consume their meals is a state, federal and Board requirement. Schools that have an after-school program offer healthy snacks and supper meals provided by the Food Services Division.

2.8.2 Positive Safe School Environment

2.8.2.1 Positive Safe School Environment – Reporting and Notifications

Child Abuse Reporting

Responsibilities of the Administrator:

- Discuss the child abuse reporting policy with all employees two times a year (at the beginning of each semester).
- Collect and file all individually signed statements acknowledging legal requirements and District policy concerning child abuse reporting.
- Ensure all employees have completed the annual fall online Child Abuse Awareness Training and passed the assessment by September 30 of each school year.
- Notify the appropriate Local District Administrator when a District employee is alleged to be the perpetrator in a child abuse report.
- When an allegation of child abuse has been made, District personnel may make initial inquiries leading to reasonable suspicion of child abuse and then are precluded from conducting an investigation or taking any action prior to or during the child protective agency/law enforcement investigation. Action includes, but is not limited to, interviewing witnesses, interviewing the alleged perpetrator, contacting parents of alleged victim, taking written statements, seeking verification of information, and taking disciplinary action. (Exceptions to this may include the temporary relocation of an employee.)

Responsibilities of All Employees:

- View and pass the online Child Abuse Awareness Training and participate in the Spring Child Abuse Awareness Training conducted at the school site.

2. Plan Development

- Any District employee who has knowledge of, observes, or reasonably suspects an instance of child abuse shall report the known or suspected instance of child abuse to a child protective agency/law enforcement 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.
- The employee reporting suspected child abuse is not to verify the suspicion or prove that abuse has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency/law enforcement agency.
- District policy and State law requires that every employee who entered into employment on or after January 1, 1981, shall sign a statement to the effect that they know of the requirements to report known or suspected instances of child abuse and will comply with such requirements. The employee need only sign the statement once at each site, not every year.

Guidelines for Child Abuse Reporting:

- Reportable victims include: persons under the age of 18, and dependent adults, 18-64 years of age who are dependent upon others for care.
- Child abuse includes physical abuse, sexual abuse, neglect, life endangerment, willful cruelty, and emotional abuse.
- If a child discloses that they were abused or an allegation of abuse is brought to the attention of any District employee, a report **MUST** be made as soon as reasonably possible and should not be put off until the end of the school day. School procedures may not require the reporter to disclose his/her identity to school personnel prior to or after making a report.
- A Child Abuse Report is to be made to only one child protective/law enforcement agency. School Police is **NOT** a child protective agency, and reports made to School Police are **NOT** a means of complying with the law.
- Child abuse reports are confidential. Reports are to be completed only by the designated reporter. The written report is to be completed and filed with the appropriate agency within 36 hours from the time that the allegation is received.
- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone in the course of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which they know or reasonably suspects to exist, can incur criminal, civil, and/or professional liability.

2. Plan Development

- No employee mandated under provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff of the reporting/notification process.
- Identify and manage the users who have access to the online iSTAR system.
- Report all incidents using the iSTAR System. Reports should be timely and thorough.
- Follow incident reporting procedures in [BUL-5269 Incident System Tracking Accountability Report \(iSTAR\)](#).
- Report incidents also to Local District Operations for appropriate follow-through.
- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

An iSTAR is to be completed for the following types of incidents:

- Any threat, including bomb and terrorist threats, to the school, individual student(s), or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Natural disaster.
- Evacuations, lockdowns, shelter in place actions.
- Utility outage.
- Construction problem preventing access.
- Unplanned media or social media coverage.
- Harassment/discrimination.

Parent Notification - *Parent-Student Handbook*

Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

2.8.2.2 Positive Safe School Environment – Campus Security

Student and Employee Security

Responsibilities of the Administrator:

- Review the information contained in [Bulletin 5721 Student and Employee Security](#), with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop classroom-to-office emergency communication plans in the event that regular means of communication are unavailable.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.
- Develop strategies to control rumors concerning school or community incidents.
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.
- Work with School Police, local law enforcement and the school safety committee to review crime data for the area surrounding your school. Assess the current status of crime committed on school campuses, at school-related functions, and in the neighborhood surrounding your school (CA Education Code Section 32282). A website that maps crime data by address, such as <http://www.crimemapping.com>, is a very useful tool. The following information can also be reviewed: office referrals, attendance rates/School Attendance Review Board data, suspension/expulsion data, California Healthy Kids Survey, School Plan for Student Achievement, School Experience Survey, local law enforcement juvenile crime data and property damage data.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.

2. Plan Development

- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs, child abuse and traffic safety bulletins.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for staff carrying out the plan.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Monitor or prohibit student access to cars during school hours.
- Review with campus supervision personnel procedures related to the proper use, maintenance and security of issued hand-held and base radios. See “LAUSD Radio Unit Handbook for Local Campus Radio System,” or call the Radio Unit at (323) 224-2203.
- See that the school adheres to the District’s policy on closed campus. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

Locked Campus Policy

Responsibilities of the Administrator:

- Assign school staff member, volunteer parent, etc., to monitor the main entrance, issue a “Visitor’s Pass,” and direct all visitors to report to the Main Office upon arrival.
- Assign available school staff to monitor campus perimeter, known trouble spots, and all building and gate entrances during the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

Visitors to School Campuses

Responsibilities of the Administrator:

2. Plan Development

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.

Administrators have the authority under the California Penal Code, Los Angeles Municipal Code and the Education Code to report to the appropriate police agency visitors who fail to adhere to the posted "Visitor's Policy."

Responsibilities of the Parents/Visitors:

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

School Police/Local Law Enforcement

Responsibilities of the Administrator:

- Meet with a School Police Officer or area Sergeant to share and discuss information related to campus activity and the site's security operations and service needs.
- Review with staff the appropriate notification and protocol in reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Local District about incidents and events that may have repercussions at other locations.

2. Plan Development

- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit community support to assist with student safety to and from school.
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- If a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact School Police's Watch Commander (213) 625- 6631 and advise him/her of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office or cell) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Request medical assistance, if needed (if not already requested through 911).
- Describe the person(s) or suspect(s) involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon(s) involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person(s) or suspect(s) involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Advise School Police Department if another law enforcement agency has also been contacted.

Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to "keep the peace" by protecting students and staff from physical assault and school property from theft and destruction. LASPD officers will be available to support school-site administration, students, staff, community members, and local agencies to create a safe and secure school learning environment. LASPD will also provide support through the Youth Diversion program to address safety issues and criminal conduct. Safe Passages and other

2. Plan Development

specialized units will work to support LASPD officers assigned to support schools to ensure safety around the campus, enforcing all applicable laws fairly and impartially and maintaining presence in safe passages areas. Minor violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

School Police Officers will:

- Respond to the school for the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel on campus.
- Develop and maintain a positive, professional and ongoing working relationship with the school-site administration, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist in the preparation, evaluation, and updating of the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police/Local Agencies):

- In instances, where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with an LASPD department supervisor.
- A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown after consulting with law enforcement.
- Properly identified law enforcement officer(s) are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner’s Office personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member(s) of the victim’s family

arrives at the school prior to being notified of the death by law enforcement, the family member(s) should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim's family calls the school prior to notification by law enforcement, they should be asked to come to the school.

Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when it is necessary to preserve evidence of a crime, or an investigation of a crime is in progress, including but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.
- The first police officer(s) to arrive on scene will have specific duties to perform to ensure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school's administration.
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.
- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

2.8.2.3 Positive Safe School Environment – Violence Prevention and Interpersonal Relations Digital Citizenship

Responsibilities of the Administrator:

- Provide staff with professional learning opportunities offered by the Instructional Technology Initiative within the Division of Instruction to deepen digital citizenship knowledge and practices.
- Review with staff the Responsible Use Policy, Social Media Policy for Students, and Social Media Policy for Employees bulletins to understand the implications of digital engagement in creating a safe school environment.
- Review with staff appropriate protocols in sharing and posting images of students using the District's Media Release Forms to demonstrate a safe, rigorous learning environment.
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

2. Plan Development

- Provide parent in-service training regarding digital citizenship practices of proactive engagement, safety, and security online.
- Ensure staff integrate digital citizenship instruction across content areas leveraging District-adopted digital citizenship curriculum.

Administrative Searches

- Please refer to District BUL-5424 Administrative Searches to Ensure School Safety for current policies and procedures.

Responsibilities for Violence Prevention and Intervention

Visit achieve.lausd.net/SSTF for L.A. Unified Safe Schools Task Force resources for employees, parents and community members on topics such as gun violence prevention. All community members are invited to attend Safe School Task Force meetings.

Responsibilities of the Administrator:

- Annual distribution of information about parents' legal duties to safely store firearms as per Board Resolution 046-18/19.
- Make resources available to your parent/guardian community, such as those available through the [Safe Schools Task Force](#).

Gang Risk Intervention

Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Develop a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

Bullying & Hazing Policy (For greater detail, including investigative steps, access: [Bulletin 5212 Bullying and Hazing Policy](#).)

Responsibilities of the Administrator:

- Ensure that bullying and cyberbullying training are available to employees who have regular interaction with students.

2. Plan Development

- Investigate allegations of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to incidents whether the involved parties are students or staff members.
- Take appropriate actions to resolve the situation.
- Document the investigation, interventions and resolution.

Responsibilities of Staff and Student Rights:

- Schools must discuss relevant aspects of the Bullying & Hazing Policy with their students.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.
- Any person has the right to report an allegation of bullying without reprisal or retaliation.
- Bullying is a form of aggression in which a more dominant person(s) targets a specific person for the purpose of causing harm, fear or humiliation, and the behavior is unwanted and unprovoked on the part of the recipient.

Hate-Motivated Incidents

Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident, provide interim safety/emotional support measures, and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Report hate-motivated incident/hate crime to School Police Department and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate and bigotry.

Sexual Harassment Prevention Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties.
- All known incidents of sexual harassment should be investigated and addressed to prevent recurrence. Several attachments found in [BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures \(Including for Sex Discrimination and Sexual Harassment\)](#) may be utilized to document the complaint policy guidance provided to the parties, ensure Title IX Protections are afforded, appropriate grievance procedures are

determined (Title IX, Uniform Complaint Procedures [UCP], informal investigation), and communication to the families of the target and the accused.

- For procedures regarding employee-to-employee complaints of sexual harassment refer to District [BUL-6612 Non-Discrimination And Anti-Harassment \(Including Sexual Harassment\) Policy and Complaint Procedure](#)
- Parties are to be provided supportive measures in an equitable manner and informed of any remedial or corrective actions that are instituted to resolve the complaint once a final determination is made.
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle. There are informal, formal UCP and Title IX designated processes described in responding to such complaints as outlined in [BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures \(Including for Sex Discrimination and Sexual Harassment\)](#).

Title IX Gender Equity

Key Elements:

Students have the right to an equal learning opportunity in their school's programs and activities (i.e. extracurricular, clubs, awards).

Students may not be required to take and/or may not be denied enrollment in a course because of actual or perceived sex, sexual orientation, gender, gender identity, gender expression, pregnancy, childbirth, termination of pregnancy, breastfeeding/lactation status and related medical conditions.

- Students shall be provided with counseling and guidance, course access/instruction, participation in extra-curricular activities, programs and clubs, and administration of discipline that is not discriminatory.
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited.
- Students and/or parents who file a complaint are to be informed of the administrative investigation findings of the complaint.
- Schools shall offer female and male students equal opportunities to participate in physical education or play sports.
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes.
- No student applying for enrollment will be subject to discrimination on the basis of any of the protected categories above.
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant or any party involved in the investigation, for filing or participating in a complaint investigation.
- The informal and formal processes for investigating the complaints are found in [BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures \(Including for Sex Discrimination and Sexual Harassment\)](#).

Intergroup Relations

Responsibilities of the Administrator:

- Take proactive steps to build and maintain safe, healthy, welcoming, and affirming learning and working environments, where students, staff and families' identities and voices are represented, recognized, and valued.
- Provide activities for meaningful interactions between student, staff and parent groups designed to promote an appreciation of diversity and a supportive school climate. Trainings, activities and resources are available from [the Office of Human Relations, Diversity and Equity](#).
- Make a concerted effort to affirm and engage students subgroups on the campus, such as newly arrived immigrants, sexual and gender diverse students, students with disabilities, in foster care, experiencing homelessness, and racial, cultural ethnic or religious minorities.
- Support school-wide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of [BUL-5212 Bullying and Hazing Policy \(Student-to-Student and Student-to-Adult\)](#) for responding to allegations of bullying.
- Designate a point person(s) for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices, Peace Builders, and Safe School Ambassadors).

School Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan.
- Ensure that the [BUL-5800 Crisis Preparedness, Response and Recovery](#) policy and all applicable protocols are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Crisis Team Members/Suicide/Threat Prevention Liaison (STPL[s]) in the ISSP's School Site Suicide/Threat Assessment Team.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as practically possible.

2. Plan Development

- Monitor and follow-up to ensure that the risk has been mitigated through support and resources
- Ensure that the SPIP policy is implemented.
- Provide follow-up to relevant staff such as Local District Operations, as needed.
- Report incidents in Incident System Tracking Accountability Report (iSTAR) as appropriate and update, as needed.

Responsibility of all District employees:

- All District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. See MEM-6910 Suicide Prevention and Awareness Training. If you have questions or concerns regarding the training, please contact your administrator.
- Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/or engaging in self-injury.
- Adhere to the Suicide Prevention, Intervention, and Postvention (SPIP) policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Designate STPL(s) in the ISSP's *School Site Suicide/Threat Assessment Team*.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
- Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
- Ensure that the Threat Assessment and Management (TAM) policy is implemented.
- Provide follow-up to relevant staff such as LD Operations, as needed.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the TAM policy and act in accordance with the policy.
- Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
- Cooperate in any investigation(s) by providing accurate, relevant information.

Employee or Associated Adult Workplace Violence, Bullying and Threats

Responsibilities of the Administrator/Designee:

2. Plan Development

- Establish a safe and respectful school or workplace environment.
- Ensure that the [BUL-5798 Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) is implemented.
- Investigate and respond to any verbal or written reports of violence or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the [BUL-5798 Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to your site administrator or designee by completing the Workplace Violence Complaint Form, Attachment D of the policy.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy

Refer to [BUL-6494 Student Dress Codes and Uniforms](#).

Key Elements:

- Representatives from all stakeholder groups will review the school's dress code and uniform policies yearly.
- The school dress code complies with guidelines and gender neutrality enumerated in BUL 6494 Student Dress Codes and Uniforms.
- All students shall show proper attention to personal safety and suitability of clothing for school activities. Specialized school programs and classes, such as physical education, science lab, wood shop, or culinary arts, may require specialized attire or unique restrictions.
- The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.
- Urban fashion in and of itself is not "gang-related" apparel.
- Students may wear jewelry or attire representative of an established religious faith, including, but not limited to a crucifix, yarmulke, headscarf, or turban.
- Student may wear sun-protective clothing outdoors.
- Hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design.

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- Parents must be advised of uniform policies prior to the beginning of the academic year, informed that uniforms are voluntary, and, if needed, be assisted in securing financial assistance to obtain desired uniforms.
- School uniform policies are voluntary. A student's parent/guardian must be notified annually and may exercise the right to opt out of the school uniform policy, though the student must adhere to the student dress code. Students shall not be penalized academically, subject to any disciplinary action or disparaging treatment or denied attendance to school or participation in school activities.
- Schools must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship; this includes provision of physical education uniforms at no cost if failure to have or wear appropriate apparel arises from circumstances beyond the control of the student.

2.8.2.4 Positive Safe School Environment – Behavior Support and Formal Discipline-Related

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

https://achieve.lausd.net/PBIS_RP

Responsibilities of School Administrator:

- Cultivate a safe, healthy, welcoming, and affirming learning and working environment in each classroom and schoolwide through the development of an integrated, trauma and resilience informed Multi-Tiered Systems of Support framework to support the implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community and relationship building.
- Ensure a focus on prevention, common values and shared accountabilities amongst school community members.
- Ensure that PBIS/RP are achieved through good first teaching, as well as differentiation and personalization of learning.
- Assume a leadership role in School-wide Discipline Review Team. Everyone has a stake in responsible, respectful, safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the School Discipline Review Team; support and monitor the team's implementation of the School-wide Discipline Plan; evaluate the outcomes; and modify strategies as needed.
- Ensure school procedures effectively support the collection of data that accurately reflect school wide, classroom and individual student social-emotional development and behavioral needs.
- Inform all students and parents/guardians at the beginning of each academic year or as students enroll about the school's behavioral expectations, responsibilities, and procedures.

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- Ensure that students, parents/guardians, and staff have access to copies of the School-wide Discipline Plan, that all stakeholders understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Observe all due process rights when working with students whose behavior impedes learning or the learning of others, suspending a student, issuing an opportunity transfer to a student, or recommending that a student be expelled.
- Provide staff development on strategies, methods, and tools of implementing the School-wide Discipline Plan through a multi-tiered system of support including: positive behavior interventions and supports, restorative practices, social emotional learning, and trauma resilience-informed strategies.

Responsibilities of School Staff:

- Develop healthy, positive relationships with students, staff and families.
- Use a multi-tiered system of support with a focus on prevention.
- Identify, teach, model, and reinforce school-wide and classroom behavioral expectations and correct misbehavior with an emphasis on teaching.
- Establish structure and a sense of safety and belonging by developing predictable routines, using effective management strategies, co-regulation, community building, and trauma-resilience informed approaches, as well as the active teaching of pro-social and stress reduction behaviors and strategies.
- Utilize office discipline referral data, School Experience Survey data, and other school climate and discipline data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, IEP and SSPT to develop behavior plans for students who exhibit behavioral challenges and implement these behavior plans.
- Partner with parent/guardian and engage in parent education and support, as necessary to support appropriate student behavior.

Formal Discipline

Responsibilities of the Designated Administrator:

- Ensure that the District policy and procedures regarding student suspension and expulsion are fully implemented.
- Ensure the use of alternatives to suspension that focus on teaching.
- Designate discipline staff and provide training focusing on investigation and school-site procedures of formal student discipline, including student suspension and expulsion.
- Ensure that recommendations for expulsion are pursued when students violate Education Code 48915(c). Refer to Matrix for Student Suspension and Expulsion Recommendations.

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- Ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to send a certificated staff member who has first-hand information to present an expulsion case and appropriate witness(es) to testify at the expulsion hearing.
- Ensure that the school implements a system of positive behavior support and strategic interventions that are age appropriate and designed to progressively and effectively address and correct the student's specific misconduct.
- Ensure that the focus of school-site student discipline policies and procedures is on effective first teaching and reinforcement of behavior expectations and that student discipline is designed to re-teach behavior expectations and to bring about positive change, improved student adjustment, and student engagement.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff including law enforcement, when necessary, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian in a timely manner whenever his or her child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all interventions. Refer to [BUL-5808 MiSiS Student Support Module Required Usage](#).
- Advise the parent/guardian regarding the appeal process whenever the parent/guardian disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to [BUL-5655 Guidelines for Student Suspension](#).

Suspension Guidelines:

Refer to [BUL-5655 Guidelines for Student Suspension](#).

- Students are only to be suspended from school when they have committed an act listed under Education Code section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
- Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Education Code section 48900.3); engaged in harassment, threats, or intimidation against a pupil or a group of pupils, or school district personnel (Education Code section 48900.4); or made terroristic threats against school officials or school property or both (Education Code 48900.7) are precluded by law for in-school suspensions (Education Code section 48911.1).
- Do not suspend a student in absentia (i.e., suspend the student when the student is not present).

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- Students shall not be suspended from school for any reason for more than five consecutive school days. Refer to Education Code 48911.
- Students in the general education program, including students served under a 504 Plan, shall not be suspended for more than 20 school days in any school year or 30 days if the student transfers to another school. Refer to Education Code 48903.
- Students with disabilities shall not be suspended for more than 10 days in any school year. Refer to LAUSD Special Education Electronic Policy and Procedures Manual (e-PPM): <https://achieve.lausd.net/Page/14466>. Once a student has been issued a school or in-school suspension, the suspension can only be rescinded by the Local District Administrator of Operations through an appeal process. Refer to [BUL-5655 Guidelines for Student Suspension](#).
- Appeal of a class suspension shall be handled by the principal. A parent may appeal a class suspension by a teacher to the school principal. Only the principal can rescind a class suspension.

A teacher may suspend a student from class for any of the acts enumerated in Education Code 48900 except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1).

1. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to [BUL-5655 Guidelines for Student Suspension](#) and Education Code 48910.
2. A student shall not be placed in another regular class during the period of suspension.
3. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than one class per day, the student must attend the classes from which the student was not suspended. Refer to Education Code 48910.
4. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to Education Code 48910.
5. School staff may assign a student who was suspended for any of the reasons enumerated in Education Code 48900 and 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to Education Code 48911.1.

Opportunity Transfer Guidelines:

Refer to [BUL 6362 Opportunity Transfer \(O.T.\) – Policy and Procedures](#).

- An Opportunity Transfer (O.T.) is a carefully planned school- or District-initiated transfer of a student within LAUSD schools for remedial and corrective reasons. It is issued as an alternative means of correction to address student misconduct after prior interventions

have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the academic process, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each semester. All student transfers shall be recorded and documented in the District's My Integrated Student Information System (MiSiS).

- An O.T. may not exceed one calendar year unless both the parent/education rights holder (ERH) and the school agree.
- Opportunity Transfers may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school.
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an O.T. is cancelled, Attachment D of [BUL-6362 Opportunity Transfer \(O.T.\) - Policy and Procedures](#) must be submitted to the Local District Administrator of Operations (AOO).
- If an O.T. is cancelled, the cancelling school must ensure that the student has re-enrolled back to the original sending school.
- There is no such thing as an O.T. for a student with disabilities. To ensure a change of placement is appropriate, an IEP team must convene and conduct a thorough review of the student's program and services, including a "manifestation determination" to ensure that the student's Behavior Intervention Plan (BIP) is appropriately developed or modified. Similarly, a student with disabilities placed in or served with accommodations under Section 504 in general education must have a "manifestation determination" conducted and any appropriate updates to Section 504 plans as warranted before any disciplinary change of placement.
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Act) prohibits schools from transferring a student with an IEP for discipline if a parent disagrees with the IEP (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons or drugs or inflicting serious bodily injury).

Expulsion Guidelines:

Refer to [BUL-6050 Expulsion of Students - Policy and Procedures](#)

- School principals are required to recommend the expulsion of any student who engages in behavior described in E.C. Section 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the following day of the last day of their suspension (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive pre-expulsion IEP meeting must be conducted, which includes a manifestation determination, prior to recommending the student for expulsion. Similarly, a student with disabilities placed in or served with

accommodations under Section 504 in general education must have a “manifestation determination” conducted and any appropriate updates to Section 504 plans as warranted before any disciplinary change of placement.

- No student can be expelled by the Board of Education unless evidence, in the form of oral testimony, is presented at the District’s administrative (Expulsion Review Committee [ERC]) hearing.
- The school is responsible for sending a certificated staff member who has first-hand information to present the case and appropriate witness(es) to testify at the ERC hearing.

Maintenance of E.C. 49070 Information:

Refer to [BUL-3927 Mandated Reporting of Certain Behavior](#).

- Pursuant to Education Code section 49079 (a), a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business regarding a pupil described in this section.
- Each teacher informed of E.C. 49079 students shall be advised of the opportunity to review the student’s records and shall be admonished regarding the confidentiality of information.
- E.C. 49079 information can be obtained from the following District-maintained records through MiSiS: discipline referrals, student expulsions, opportunity transfers, school suspensions and classroom suspensions. Any information received under this law shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher, counselor, or administrator. Any intentional violation of the confidentiality provisions of this law is a misdemeanor.
- Any information referring to E.C. Section 48900 et seq. offenses shall be made available to each student’s teacher(s) from the current school year and three previous school years through MiSiS. After this time frame, access to a student’s record will not be available to the teacher, consistent with Education Code section 49079.
- In MiSiS, all discipline offenses except for 3.6 - Possessed or used tobacco trigger an E.C. 49079 “D” Alert on the corresponding student’s profile. To view a comprehensive list of students with an E.C. section 49079 alert, generate the Student Referral Report. In the report parameters, select none for Counseling Referral Reason, and deselect 3.6 - Possessed or used tobacco from the Discipline Referral Reason. Refer to [BUL-5808 My Integrated Student Information System \(MiSiS\) Student Support Module Required Usage](#).
- The MiSiS Attendance Roster List view displays a “D” on the Alerts Column for students with a discipline file, consistent with Education Code section 49079. Teachers can click

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on the student profile and view any discipline by clicking on Support > Referrals, which will display discipline from the current school year and three previous years.

Guidelines When a Student Described in E.C. 49079 Is Transferred to Another LAUSD School:

When a student transfers between LAUSD schools, the receiving principal/designee will have access to the MiSiS discipline referral offenses noted in E.C. section 49079. Refer to [BUL-3927 Mandated Reporting of Certain Behavior](#).

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of Grades K through 12 has been found by the court to have committed any of certain specified offenses.
- If a notice from the juvenile court is received by a school, the school should contact Student Health and Human Services, Student Support Programs, for assistance. A school district policy or security department may provide written notice to the superintendent/designee that a student enrolled in the District has been found by a court of competent jurisdiction that a student was found to have illegally used, sold, or possessed a controlled substance in violation of specified provisions of the Health and Safety Code. This information may be expeditiously transmitted to any administrator, counselor, or teacher who has direct supervisory or disciplinary responsibility over the minor and who is deemed to need the information in order to work with the student in an appropriate fashion to avoid being needlessly vulnerable, and/or to protect other persons from needless vulnerability (W.I.C. section 828.1). Any information received by a teacher, counselor, or administrator shall be confidential and used only for the limited purpose noted above and may not be further disseminated.

2.8.2.5 Positive Safe School Environment – Facilities-Related

Key Control

Responsibilities of the Administrator:

- Maintain current records of the distribution of all keys.
- The issuance and receipt of all keys shall be acknowledged in writing and only with the written approval of the site key administrator.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not actually in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

Key Distribution:

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- **Master Keys:** It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys (“A” and “K”) shall be issued only to the plant manager and administrative staff. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.
- **Sub-master Keys:** Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- **Classroom Teacher Keys:** Classroom teachers are to be issued only the keys to their classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- **Substitute Teacher Keys:** Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- **Alarm Keys:** Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (Penal Code 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers’ desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees’ responsibility to double check that all doors and windows are closed shut and locked.
- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room(s) or area(s) necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

Loss or Theft of Keys

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The loss or theft of keys shall be reported to the Local District Office and School Police. In addition, the Maintenance and Operations Central Shops Lock Department shall be notified by creating an emergency service call. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

Plant Inspections

Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions and heed the following:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug-, tobacco, weapon-, and violence-free school, and nondiscrimination and sexual harassment prevention policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.
- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.
- Post notices to stakeholders, "Important Information About Your Complaint Rights Williams Legislation" in each classroom visible to stakeholders.
- Maintain Williams' complaint forms in the school or district office.

Responsibilities of the Plant Manager:

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- Randomly monitor restrooms daily, conduct daily inventory of any fixtures needing repair, and place a “trouble call” to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.
- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the “deep cleaning” of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

Inventory/Marking of School Equipment/Property/Record Retention

Responsibility for all school property rests with the principal. Teachers and other employees are held responsible for the care of all school property in their control. The principal ensures that District equipment are not loaned to any District employee, group, or other persons for personal use. Property is to be inventoried, marked as required and records must be maintained in accordance with the District’s record retention policy.

For more detailed instructions regarding equipment inventory, please refer to the following bulletins and reference guide:

- [BUL-953 Control of Site Equipment](#) (Education Code 35168 requires school districts to maintain inventory records of equipment whose current market value exceeds \$500. These records must contain a description of the equipment, manufacturer’s name, identification numbers, original cost, date of acquisition, the location of use, and the date and method of disposal, if applicable.)
- [BUL-3508 Inventory Requirements for Equipment Purchased with Categorical Program Funds](#) (This policy bulletin outlines federal and state guidelines for requiring an inventory for equipment purchased with categorical funds at school sites and offices, including equipment previously purchased through the Imprest fund or with the Procurement Card [P-Card]. P-Card and Imprest purchases are not allowable with Title I funds. The equipment must be maintained and readily available for examination. Equipment inventories are subject to review at any time by federal and state auditors for equipment costing a total of \$500 or more.)
- BUL-1158 Accounting for Supplies and Equipment Purchases (The California School Accounting Manual [CSAM] states that expenditures are required to be classified by “objects” in order to provide consistency in financial reporting among school district. Additionally, the District is required to adhere to Government Accounting Standards

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Board Statement No. 34 to separately account for all fixed assets [land, buildings, equipment, etc.] and report depreciation on those assets accordingly.)

- REF-071300 Record Retention for School Sites (The purpose of this reference guide is to provide details for managing records at school sites, as well as provide a retention schedule listing records typically found at school sites. This reference guide is governed by policy BUL-6825 Records Retention and Destruction).

2.8.2.6 Positive Safe School Environment – School Arrival/Departure Plans

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pick-up plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pick-up points that ensure student safety and minimize traffic congestion.

Safe School Collaborative

Responsibilities of the Administrator:

- Identify key community stakeholders in relation to safety, including but not limited to: law enforcement, probation, city attorney’s office, city and county human relations.
- Identify key LAUSD central and Local District personnel to provide consultation and support, such as: Local District Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- Identify a multidisciplinary school safety team composed of members such as, administrators, parents, teachers, school police officers, health and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- Identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- Work towards the development of safe passage to and from school for students.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199.

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- Confer with the City of Los Angeles Department of Transportation (LADOT), the appropriate municipality or School Police to establish safe pedestrian routes to and from school and appropriate student pickup and drop-off points. Schools may request copies of “Safe Routes to School” map from OEHS.
- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact District Operations or the Office School Culture, Climate and Safety at (213) 241-7921.
- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage for current documents and resources. The Principal should ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform students, staff and parents of designated “Safe Routes,” student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

2.8.3 Attendance/Engagement and Dropout Prevention

Responsible Administrator: GREENBAUM, MARK

For the 2020-21 school year, the State has issued additional attendance and engagement guidelines, please visit the [California Department of Education website](#) for updates.

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that a comprehensive School Attendance/Engagement Plan has been developed that involves all school staff, teachers, nurse, counselors, PSA, etc., as well as appropriate community health or other agencies.
- Design and implement engagement strategies to prevent absenteeism, track, monitor and regularly share attendance/engagement data with stakeholders.
- Identify and provide tiered intervention supports for students who are not connecting (if applicable) or attending class.
- For a list of strategies and tools for attendance/engagement improvements, please visit the Pupil Services [website](#).

Truancy/Tardiness Abatement

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Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the Pupil Services and Attendance Counselor or designated staff member is responsible for coordinating efforts on attendance expectations.

Responsibilities of the Teacher:

- Conduct early outreach to build relationships with students and caregivers prior to the start of class, as appropriate, to support engagement and establish rapport/connections.
- Ensure that personal phone calls to home are made (by teacher or other designated staff) when students are absent.
- Ensure that attendance is submitted within the first 15 minutes of each class or period (or as required in alignment with current distance learning attendance taking guidelines, if applicable).
- Ensure that all absence reason codes and times (if applicable) are entered.

E.C. Section 48200-Compulsory Attendance Law:

Each person between the ages of 6 and 18 years not exempted shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Intervention for At-Promise Students

Responsibilities of the Administrator:

- Ensure that the Pupil Services and Attendance (PSA) Counselor or a designated staff member is assigned to coordinate dropout prevention and recovery efforts.
- Ensure coordination of services and supports with the A-G Diploma Program Pupil Services and Attendance Counselor (high school only) and other designated staff.
- Ensure that all school staff have read and follow:
 - REF-6554: Opening Day Procedures: Supplemental Guide and Updates
 - BUL-6718: Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
 - BUL-6231: Discipline Foundation Policy

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- BUL-6730: A Multi-Tiered System of Support Framework for the Student Support and Progress Team
 - REF-43782: Implementing a Multi-Tiered System of Supports Framework
- Ensure that schools implement a tiered system of support to address attendance and engagement.
- Ensure school staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Certify, as well as classroom referrals to help identify and monitor/track at-risk students.
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust to their new classroom and school environments.
- Ensure that the school climate welcomes and invites parent involvement through a parent center, parent conferences, parent meetings, phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance and dropout information in order to make decisions at the school regarding student-intervention programs and policies.
- Ensure the multidisciplinary team consists of appropriate non-classroom personnel, such as, Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team:

- Meet regularly to review attendance/engagement data and coordinate services and supports.
- Assess student, student subgroup and schoolwide data, establish a uniform referral process, and provide consistent follow-up on referrals.

Responsibilities of Staff:

- Staff is trained and is aware of District mandates and procedures with respect to Dropout Prevention and Recovery.
- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic functioning.
- Collaborate in the delivery of services to students.
- Be aware of and utilize resources both within the school and in the community.
- School staff systematically monitors, updates, and reviews student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

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- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-promise students for educational supports and, when appropriate, to educational alternative placements, such as, but not limited to, community college classes, continuation schools, AC²T, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-promise students and utilize available resources to assist those students, such as, training on how to complete accurate enrollments and checkouts in MiSiS, how to identify at-promise students based on multiple risk factors (using reports such as those in GetData), how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.
- Ensure that their school has a variety of academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, other credit recovery options and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into MiSiS upon enrollment and check-out (i.e., correct leave/enrollment codes are being used, upon every check out, and student records are sent to the next school of enrollment in a timely manner).
- Students who are transferring between LAUSD schools should be auto-withdrawn in MiSiS by the receiving school; when the transfer is out of district, a school may only withdraw upon receipt of records request from the receiving school. School personnel should document as much information as possible, including a destination, school, address, phone number and contact information. The school should also attempt to collect the "Parent Assurance Letter".
- Schools may withdraw students upon receipt of a records request from another school or program outside of LAUSD. Schools should document all records requests in MiSiS: [MiSiS Enrollment Job Aids](#) . (Select "Entering Student Record Request" under "Withdrawal/No Show.")
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.

2. Plan Development

- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents up to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students from the three potential dropout lists.
- Ensure that staff is trained and follow all bulletins, memos, and reference guides regarding LAUSD policy for non-grads and 5th year seniors, and provisions for students continuing beyond their fourth year of high school (e.g., students who are homeless, in foster care, English Learners, students with IEPs).
- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Students matriculating and/or transferring within LAUSD shall provide updates through the required annually disseminated forms. Schools shall not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification (with specific exceptions related to charter schools).
- Require appropriate staff to run/review monthly reports on all checkouts each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Stress to staff the importance of accurate record-keeping and tracking.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, reference guides, and memoranda relating to the input of student information into MiSiS.
- Staff provides to parents/guardians and students information about their educational rights and options available to help them be successful in school.

2.8.4 Parent and Community Involvement

Parents are encouraged to provide a healthy diet and to promote physical activity for their child. Parents are also encouraged to participate in the planning for their child's academic progress/success. School-based resources should be utilized by parents to support their child's academic achievement. Promoting community-based programs on campus will also benefit parents.

3. Incident Command System

3.1 Incident Command

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

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

The organization depicted on the chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require all of the teams listed on the chart.

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example, in some emergencies/planned event, the Incident Commander may not assign a person to be in charge of finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as the financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties members should have training and preparation opportunities and practice through drills.

Local District Operations Center (LDOC): During some emergency or crisis or planned events, the Local District Operations Center (LDOC) may be activated to provide immediate support to the schools. In such cases, the school is expected to maintain open and ongoing communications with the LDOC typically through their Operations Coordinator. Please refer to the LAUSD [LAUSD Local District Operations Center \(LDOC\) Guide](#) for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District, the L.A. Unified Emergency Operations Center (EOC) may be activated. The EOC is responsible for coordinating resources and maintaining situational awareness Districtwide. For more information regarding the EOC, please access the [LAUSD EOP Handbook for Emergency Operations Center Responders](#). The school's IC will keep the EOC updated, in most cases through their local districts and/or through the School Emergency Status Report (SESR). Schools will be notified if the SESR is activated and thus if schools are

3. Incident Command System

expected to update their status through the SESR. More information regarding SESR can be found at: <https://sesr.lausd.net>.

All District employees, and especially those staff members assigned to an ICS team, are highly encouraged to download the LAUSD Emergency Plan app. It is also recommended that team members and other District employees take Community Emergency Response Team (CERT) training: [Community Emergency Response Team](#). This hands-on disaster training is offered by local fire departments. LAUSD personnel can learn more about ICS by taking online video training courses STEPS 400, 420 and 421, available through MyPLN. Additional online Emergency Management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at <http://achieve.lausd.net/fema>.

Incident Command MERRITT, PATRICIA; FIGUEROA, KIMBERLY

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

Planning/Intelligence Section BROWN, JANELLE; GREENBAUM, MARK

During an emergency, ICS Planning and Intelligence section involves the use of various methods and resources to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by a Documentation/Communication position, who reports directly to the Incident Commander (principal) if a Planning/Intelligence Lead is not assigned. The ICS Planning and Intelligence Section also predicts future needs, observes trends and constantly answers the following questions:

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

Planning and Intelligence people are forward thinkers. They like to seek out facts and trends

and make informed predictions.

Operations Section MORENO-LEE, ESTELA; HAROOTUNIAN, ALEN

Under ICS, all tactics for the emergency response are implemented under the Operations function. Many school site emergencies are complex enough for the Incident Commander to assign an Operations Section Lead. This function is supported by staff reporting to the Operations Lead and rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, functional and access needs assessment and support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams: Triage Team; Security/Utilities Team; Assembly Area Team; Access and Functional Needs Team; School Site Crisis Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams. Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers.”

Logistics Section PORTER, MICHAEL; RAMIREZ, KRYSTLE

The Logistics section manages resources and provides all incident support needs such as facilities, transportation, communications, and supplies/equipment. Logistics supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; and providing supplies, resources, equipment and services, including food services and adjusting schedules and menus, as needed. Within LAUSD, these activities are performed by Supply/Equipment Team and Transportation Support Team and report to the Logistics Section Lead. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the “Getters.” A natural choice may be your plant manager or other building and grounds employees.

Finance/Administration TRUONG, KEAN; GREENBAUM, MARK

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the “Payers.” They will keep track of personnel time and costs, which are sometimes divided into two positions reporting to a Finance Section Lead. A natural person for this function would be your payroll clerk, who knows everybody on campus. Another choice may be your financial manager or other office staff member.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator and the team leaders for each of the other four functions (Operations, Planning & Intelligence, Logistics, and

3. Incident Command System

Finance & Administration). The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: Evacuation Assembly Area

Outside: North Staff Parking Lot (Saticoy St)

3.2.1 Incident Commander MERRITT, PATRICIA; FIGUEROA, KIMBERLY

The Incident Commander (principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Local District Administrator of Operations and central office staff
- Working with the LD regarding any messaging about the incident to be shared to internal and external stakeholders

3.2.2 Public Information Officer FIGUEROA, KIMBERLY; MERRITT, PATRICIA

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Posting approved messages to Blackboard Connect for parents
- Maintaining a log of PIO actions and all communications
- Updating/consulting with the District Communications office or Local District
- Periodically interacting with the media (with prior review/approval from the District Communications Office)
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation
- Monitoring social media for rumor control and misinformation (may be supported by documentation position)

3.2.3 Safety Coordinator GREENBAUM, MARK; MORENO-LEE, ESTELA

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

3. Incident Command System

- Stopping any and all unsafe activities
- Periodically checking with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

Supplies and Equipment for Command Team

- School Emergency Response Boxes ([REF-5450 School Emergency Response Boxes](#))
- Copy of the Integrated Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff e-mail lists
- Master keys – Note: These must be kept in a very secure location or with specific authorized individuals.
- Copies of staff and student rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

3.3 Triage Teams

The members of the Triage Teams are responsible for:

- Performing triage/disaster aid in the event of large-scale emergency impacting the school community.
- Assessing injuries and administering necessary medical assistance as indicated.
- Ensuring that first aid supplies are available.
- Ensuring that designated school site staff are trained in the administration of medical measures, as appropriate.
- Setting up triage area and temporary morgue.
- Triage/Disaster Medical Assistance Response.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting critical injuries or deaths immediately to Triage Team Leader
- Recording information on transport to hospital by first responders.

Assignments

Triage Teams Leader: SIOJO, MARIA CRISELDA

Alternate Team Leader: VALLES, OSCAR

Triage Teams Member: VILLAGRAN, REBECA

Triage Teams Member:

School Nurse: SIOJO, MARIA CRISELDA

Team Assembly Location

Inside: 1st Aid Station

Outside: Exterior of Rm 518 (Bins adjacent to this location)

Triage Teams Leader

The Triage Team Leader is responsible for oversight and communication related to triage and disaster First Aid training, preparation, and planning. The leader will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interacting with Operations to determine medical needs and planned actions.

Specific duties of the Triage Team Leader may include:

- 1) Ensuring triage areas are set up
- 2) Supporting team members to ensure adequate triaging of the injured
- 3) Ensuring all medical supplies are available for the team
- 4) Ensuring Medical Team performs secondary assessments and appropriate disaster medical care after triage is complete
- 5) Periodically keeping Operations Section Chief informed of overall status
- 6) Ensuring designated school site staff are trained in triage and disaster first aid techniques and priorities

Triage Team Members (Triage, Disaster Medical Assistance)

The members of the Triage Team are responsible for:

- Designating and setting up triage areas with access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical assistance during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage area and temporary morgue ensuring that all medical supplies/equipment are accessible, including taking these out during evacuations

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- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Leader
- Recording ambulance transport to hospital information
- Completing the Injury Report

In a large-scale disaster/emergency, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Step 4, under Additional Contacts of the online Integrated Safe School Plan. It is best to have a staff member accompany each transported student; during an incident with many injuries, that may not be possible. Always note the name and transport destination for each person transported.

Supplies and Equipment for the Triage Team

Note: Staff/team members cannot re-enter buildings to retrieve supplies/equipment that are not stored in the emergency bin. Ensure that equipment is evacuated.

1. Vest or position identifier
2. First aid supplies
3. Non-latex disposable exam gloves
4. Triage tags
5. Hand-held two-way radios
6. Stretchers
7. Blankets
8. Wheelchairs
9. Ground covers, tarps
10. Patient record forms
11. Site map
12. Injury Report
13. Automated External Defibrillators (AED) (selected TK-Grade 12 campuses)
14. Epi-Pen (all TK-Grade 12 campuses)
15. Biohazard bag
16. Sharp container
17. Student Medications

Related Training and Resources

- It is recommended that all Triage Team members have First Aid, cardiopulmonary resuscitation (CPR)/AED and Epi-Pen training.
- Online training course STEPS 213: Duties of the School First Aid Team which focuses on the triage aspect of this team's role is offered through MyPLN.

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- Training information regarding CPR/AED and Epi-Pen is available from the school nurse. Some information CPR/AED information can be found at <https://achieve.lausd.net/aed>; [First Aid \(and CPR\)](#) information is also available.

3.4 School Site Crisis Team

The School Site Crisis Team, is responsible for addressing the mental health needs and social-emotional well-being of all students on campus during an emergency by providing Psychological First Aid (PFA) as needed, in the immediate aftermath of a critical incident or emergency, pursuant to the District's BUL-5800 Crisis Preparedness, Response and Recovery policy. PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or act of terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

Assignments

Crisis Team Leader: WILLIAMS, BEVERLY

Alternate Team Leader: PETROSYAN, LILIT

Psychological First Aid Team Member (Primary): POURMOUSSA, NILOUFAR

Psychological First Aid Team Member (Backup): SUAREZ, STEPHANY

Team Assembly Location

Inside: Middle School Quad

Outside: South of Cafeteria (Rotunda)

Crisis Team Leader

The Crisis Leader is responsible for directing team activities and periodically interacting with Operations to identify concerns and report status. The Crisis Team Leader is also responsible for assigning personnel as needed, such as the Psychological First Aid Team Members, and ensuring appropriate training is provided. Information is available in the District's Crisis Preparedness, Response and Recovery Bulletin. Supplemental online training courses STEPS 212 and 409 are offered through MyPLN.

Psychological First Aid Team Members

The members of the Psychological First Aid Team, with the guidance of the Crisis Team Leader(s), are responsible for monitoring the social-emotional safety and well-being of the students and staff in designated areas, such as, the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid members may include:

- Psychological First Aid/triage

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- Providing reassurance and support to students
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Operations to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the School Site Crisis Team Members

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

3.5 Search and Rescue Team

The Search and Rescue (SAR) Team is responsible for preparing and performing search and rescue operations during an emergency when the fire department is delayed due to the nature of the disaster. There may be two or more Search and Rescue teams at a school mostly depending on the size and layout of the school. Each team must have four members as they work in pairs for safety reasons. Supplemental online training course STEPS 214 is offered through MyPLN.

Assignments

Search and Rescue (SAR) Teams Coordinator:

Alternate SAR Teams Coordinator:

SAR Team 1 Members: BROWN, JANELLE; MCCULTY, JEFFREY; ZAVALA, DAVID; GAMEZ, JAVIER

SAR Team 2 Members: MACIAS DIAZ, JOHNNY; GONZALEZ, LUIS; LYNN, ANDREW; MEZA, MARIA

SAR Team 3 Members: BUSH, MAXINE; MESA, JEREMY; MORENO, DELBERT; ALVARADO, MICHAEL

SAR Team 4 Members: HOLTZMAN, MATTHEW; PINEDA CORTEZ, PEDRO; GASPARIANS, ARTIN;

Team Assembly Location

Inside: Command Center - South of Rm 518

Outside: South Staff Parking Lot (Kester Ave)

Search and Rescue Teams (SAR) Coordinator

3. Incident Command System

The Search and Rescue Teams Coordinator assigns each Search and Rescue team their specific areas and duties, records findings on maps and in logs, keeps Operations informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- During disaster, ensuring each SAR team has four members and that those four members work in pairs for safety reasons
- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Leaders

Each Search and Rescue Team Leader is responsible for directing the activities of their assigned SAR team and appraises the SAR Teams Coordinator of the team's status and their findings throughout the search and rescue process. Specific duties of the Search and Rescue Team Leaders may include:

- Obtaining briefings from the SAR Coordinator
- Directing search and rescue operations for their assigned team
- Reporting findings to the SAR Teams Coordinator during search and rescue operations.

Search and Rescue Team Members

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

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

Supplies and Equipment for Search and Rescue Teams

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

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

3.6 Access and Functional Needs Team

The Access and Functional Needs Team is responsible for ensuring students and others on campus with disabilities and other access or functional needs are considered throughout the ongoing development and execution of this plan. The Access and Functional Needs Team will coordinate activities with Operations as required. The Access and Functional Needs Team ensures needs for those with disabilities or other functional or access requirements are addressed and planned for, including provision of any necessary supplies and equipment, and shared with emergency teams and other staff who will further support the individuals with these needs. Resources to support this team's work are available at: achieve.lausd.net/afn.

Assignments

Access and Functional Needs Team Member: VILLAGRAN, REBECA

Alternate Access and Functional Needs Team Member: MEDINA NETZEL, VIVIANE

Assembly Location

Inside: Clermont Hall - or other temperature secure location

Outside: Rotunda - near Crisis Counseling (Away from buildings, sun in shaded region)

Roles and Responsibilities

The members of the Access and Functional Needs team are responsible for ensuring the safety of students and adults during drills and emergencies. The Access and Functional Needs Team is responsible for directing team activities and interacting with Operations to identify specific disabilities, access and functional needs of the school population, as well as potential needs of visitors. The team facilitates the planning and preparation for appropriate supports for drills and emergencies. The Access and Functional Needs team is responsible for ensuring that these individuals are safely evacuated and supported during drills and emergencies.

3.7 Security/Utilities Team

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

Assignments

Security/Utilities Team Leader: MENESES, ROMAN

Alternate Team Leader: LARA, RAYMUNDO

Security/Utilities Team Member: HAROOTUNIAN, ALEN

Security/Utilities Team Member:

Team Assembly Location

Inside: Plant Manager's Office

Outside: Plant Manager's Complex (Exterior Lot)

Security/Utilities Team Leader

3. Incident Command System

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

Security/Utilities Team Members

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

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

Supplies and Equipment for Security/Utilities Team

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

3.8 Fire Suppression/Hazmat Team

The Fire Suppression and HazMat Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with Operations. Team members complete the School/Site Preliminary Damage Report. Operating a fire extinguisher is covered in STEPS 201, available on MyPLN, and is strongly recommended training for this team.

Assignments

Fire Suppression and HazMat Team Leader: PORTER, MICHAEL

Alternate Team Leader: GRANDI, WILLIAM

Fire Suppression and HazMat Team Member: DIXON, DEMETRIUS

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: Plant Manager's Office

Outside: Plant Manger's Complex (Exterior Lot)

Fire Suppression and HazMat Team Leader

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

Fire Suppression and HazMat Team Members

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

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

Supplies and Equipment for the Fire Suppression/HazMat Team

- Vest or position identifier

- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and School/Site Preliminary Damage Report
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools
- Site maps
- Absorbent materials
- Broom
- Dust pan
- Neutralizer
- Hazardous waste labels

3.9 Assembly Area Team

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

Assignments

Assembly Area Team Leader: GREENBAUM, MARK

Alternate Team Leader: UCEDA, YURI

Assembly Area Team Member: MARTINEZ, CAROLINA

Assembly Area Team Member: ABAGI, LILIA

Team Assembly Location

Inside: Evacuation Assembly Area

Outside: North Staff Parking Lot (Saticoy St)

Assembly Area Team Leader

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

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation

and accounting of students and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

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

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms
- List of employees who were on campus (when incident took place)

3.10 Request and Reunion Gate Teams

Request Gate Team

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

Assignments

Request Gate Team Leader: BERMAN, JANE

Alternate Team Leader: MALDONADO, AMY

Request Gate Team Member: MORALES, BERTHA

Request Gate Team Member:

Team Assembly Location

Outside: Noble Avenue Gate (South)

Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status, coordinating appropriate training and ensuring order is maintained at the Request Gate. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through MyPLN.

Request Gate Team Members

3. Incident Command System

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

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

Supplies and Equipment for Request Gate Teams

- Keys to the Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms (blue slips)
- Yellow caution tape, student runner I.D. lanyards, extra school radios, chalk, etc.

Mass Reunion Planning

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

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

Reunion Gate Team

3. Incident Command System

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

Assignments

Reunion Gate Team Leader: MEJIA, CINDY

Alternate Team Leader: MORENO-LEE, ESTELA

Reunion Gate Team Member: AGUILAR, JOAQUIN

Reunion Gate Team Member: MANNARA, CAROL

Team Assembly Location

Outside: Noble Avenue Gate (South)

Reunion Gate Team Leader

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

Reunion Gate Team Members

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

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

Supplies and Equipment

- Hand-held two-way radios

3. Incident Command System

- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student lists
- Flashlights
- Keys to the Reunion Gate
- Materials for sign-out log
- Student Release Log

3.11 Supply/Equipment Team

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

Assignments

Supply/Equipment Team Leader: PORTER, MICHAEL

Alternate Team Leader: BAHENA, GABRIELA

Supply/Equipment Team Member: MOTA, MARTHA

Supply/Equipment Team Member:

Team Assembly Location

Inside: Cafeteria

Outside: North Staff Parking Lot (Saticoy St)

Supply/Equipment Team Leader

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

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

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of

3. Incident Command System

resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Supporting hygiene team, as necessary, setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

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

3.12 Transportation Support Position

The Transportation Support position works under the Logistics Section and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Local District Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: FIGUEROA, KIMBERLY

Alternate Transportation Support Staff Member: UCEDA, YURI

Assembly Location: Command Post

Roles and Responsibilities

The Transportation Support position is responsible for coordinating transportation assets and planning for an off-site relocation from the school. Specific duties may include:

- Periodically communicating with the Logistics Section Lead to provide updates as needed.
- Communicating to the Transportation Division the total number of students and staff to transport, number of people needing wheelchair tie-downs, lifts or other specialized support, if space is needed to transport necessary supplies and the exact pick-up and drop-off locations.

3. Incident Command System

- Working with the receiving site and providing details about the number of people relocating and any assistance needed with supplies and services that the evacuating school cannot provide.
- Acquiring from the receiving site the specific location on campus where the evacuated school will be housed, where buses should drop-off, and what gate will be used for reunification.
- Ensuring that a plan is in place and carried out to transport the School Emergency Response Box containing emergency cards and other essential records, first aid kits, food from the cafeteria and other necessary items.
- Assist with the plan for systematic loading and unloading of students and supplies.
- Assist with clearing the campus as needed.
- Maintaining documents related to off-site evacuation.

Supplies and Equipment for the Transportation Support position

- Landline and/or cell phone
- Handheld two-way radio
- Map of area showing school and off-site relocation site(s)
- Student rosters showing attendance, classes and emergency information assigned to a bus number

3.13 Documentation/Communications Position

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

Assignments

Documentation Staff Member: FIGUEROA, KIMBERLY

Alternate Documentation Staff Member: UCEDA, YURI

Assembly Location: Command Post

Roles and Responsibilities

The Documentation/Communication position will maintain a log of the incident, noting all actions and reports, and filing them for reference. This position will also collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section for status updates.
- Documenting all communications with the Local District Operations Center (LDOC) and outside agencies.

3. Incident Command System

- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage, injuries and medical needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.
- Listening to District/AM-FM/Amateur radios for information.
- Monitoring social media for information, including rumor control and misinformation.
- Sending Blackboard Connect messages to parents and staff.
- Sending updates on social media accounts maintained by the school.
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using area-wide map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation/Communications Position

- Hand-held two-way radios
- File boxes
- Paper, pens, markers
- Chart paper and/or small, mobile white board
- AM-FM battery radios
- School/Site Preliminary Damage Report
- Maps of event by the hour
- Hand-held radios
- Access to Blackboard Connect, internet, cell phones, etc.
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.14 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section and is responsible for maintaining accurate emergency time records for all site-based and itinerant employees. These records are extremely important to accurately portray costs of the disaster and for potential financial recovery documentation.

Assignments

Staff Accounting Staff Member: FIGUEROA, KIMBERLY

Alternate Staff Accounting Staff Member: UCEDA, YURI

Assembly Location: Command Post

Roles and Responsibilities

The Staff Accounting position will maintain time records for site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Keeping accurate time records of all staff members, indicating employee name, employee number and hours/times worked specifically to address the disaster.
- Ensuring that District employees who are on site but do not usually time report to the school are accurately accounted for.
- Periodically communicating with Reunion Gate staff for records of all staff leaving or returning to campus.
- Filing, maintaining and securing staff accounting documentation.

Supplies and Equipment for the Staff Accounting position

- File boxes
- Paper, pens, clipboards
- Employee timecards
- [Blank timecards for certificated and classified staff](#)
- Staff off-campus sign-in/out log
- Supplemental Attendance Report forms
- [Time Reporting Instructions for Emergency Work](#)
- List of Disaster Overtime Program Codes

3.15 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section and is responsible for maintaining a fiscal record of all school expenditures related to the disaster. Records include any supplies and equipment used, purchased or rented by the school during the disaster as well as donations to the school during the disaster.

Assignments

Cost Accounting Staff Member: FIGUEROA, KIMBERLY

Alternate Cost Accounting Staff Member: UCEDA, YURI

Assembly Location: Command Post

Roles and Responsibilities

3. Incident Command System

The Cost Accounting position will maintain records for supplies and equipment site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Maintaining cumulative site disaster cost records.
- Collecting and recording all cost data.
- Ensuring that inventory of expended emergency supplies is maintained.
- Periodically communicating with the Supply/Equipment Team and Cafeteria Manager for updated inventory.
- Maintaining inventory and receipts of all items donated to the school during the disaster.
- Filing, maintaining and securing cost accounting documentation.

Supplies and Equipment for the Cost Accounting position

- File boxes
- Paper, pens, clipboards, calculators
- Access to spreadsheet software and laptop
- Emergency supplies inventories

3.16 Hygiene Team

The Hygiene Team works under the Logistics Section and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member: RAMIREZ, KRYSTLE

Alternate Team Leader: RAMIREZ, KRYSTLE

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside: CLERMONT HALL

Outside: COVERED LUNCH AREA

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

3. Incident Command System

- Monitor and resupply handwashing stations
- monitoring physical distancing
- cleaning bucket toilets
- disinfecting equipment

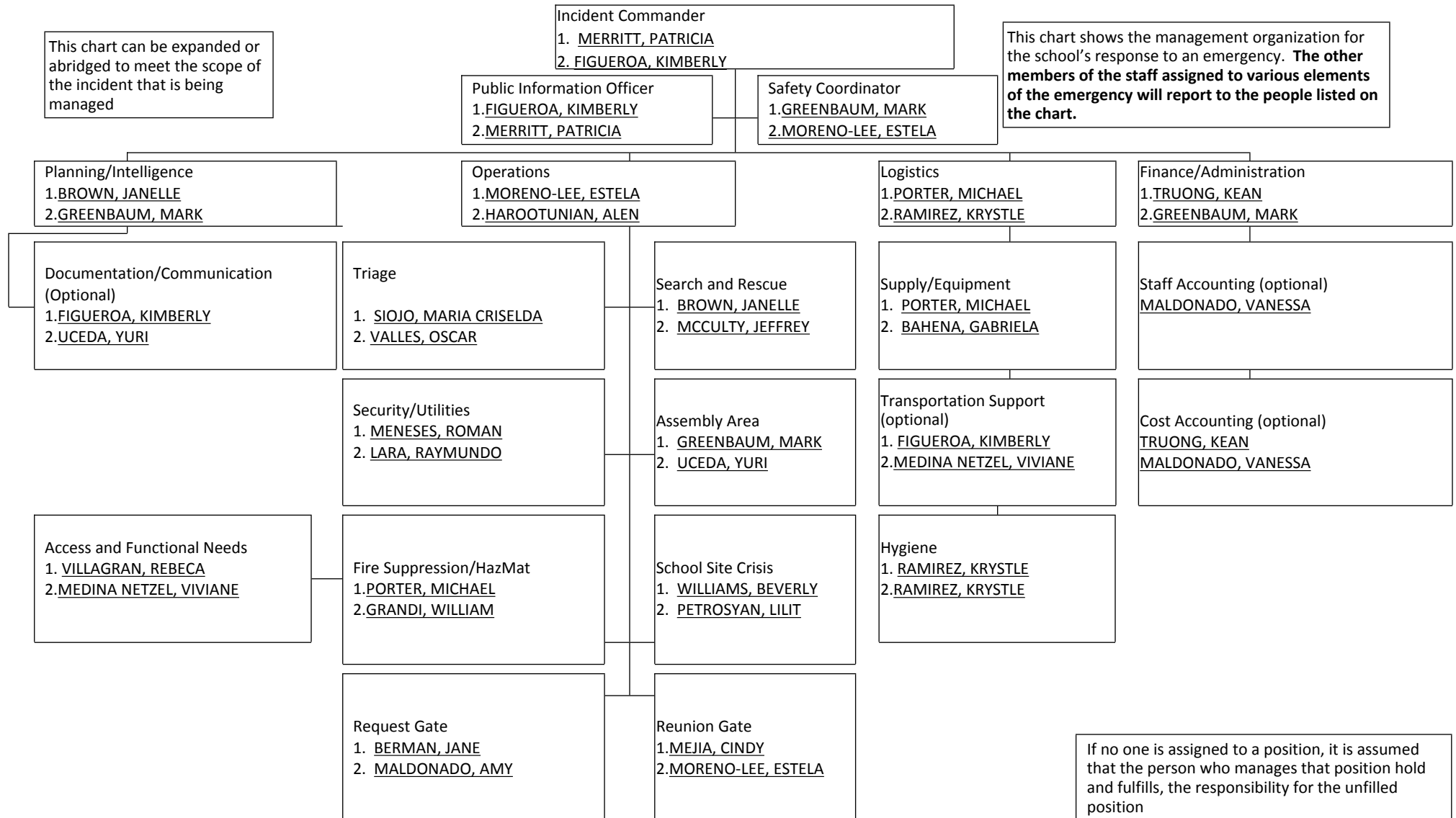
3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment, as listed under each emergency team, at school. Emergency supplies will be maintained in each classroom and in a centralized location: All Emergency Supplies for the site are located adjacent to Room 518/711. Additional WATER supplies are located against the Tennis Courts/SoftBall Field Interface in small 20' Containers.

Emergency supply checklists are found in the ISSP appendices and the [REF-5451 School Site Emergency/Disaster Supplies](#). Some recommendations regarding emergency food can be found on the Emergency Services website: [Food for Emergencies](#).

3.18 School ICS Organization Chart

ROBERT FULTON COLLEGE PREPARATORY SCHOOL ICS ORGANIZATION CHART



The Incident Command System

Note: This Organization Chart is based on ICS, and adapted for LAUSD use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person; the second name denotes the backup.

3.19 School Site Crisis Team Chart

This chart provides examples of crisis team positions, roles and responsibilities at the school site. Alternate staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	ALTERNATE
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	MERRITT, PATRICIA	FIGUEROA, KIMBERLY
Crisis Team Leader	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	MORENO-LEE, ESTELA	BERMAN, JANE
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	FIGUEROA, KIMBERLY	MERRITT, PATRICIA
School Site Crisis	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	WILLIAMS, BEVERLY	PETROSYAN, LILIT
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	SIOJO, MARIA CRISELDA	VALLES, OSCAR
Security	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities as necessary.	MENESES, ROMAN	LARA, RAYMUNDO
Request Gate	Processes requests for student pick-up.	BERMAN, JANE	MALDONADO, AMY
Reunion Gate	Reunites students and parents at Reunion Gate.	MEJIA, CINDY	MORENO-LEE, ESTELA
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	PORTER, MICHAEL	RAMIREZ, KRYSTLE
Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information.	FIGUEROA, KIMBERLY	UCEDA, YURI

***The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

3.20 School Site Suicide/Threat Assessment Team Chart

This chart identifies the members of the suicide/threat assessment team and their responsibilities at the school site. Alternate staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	ALTERNATE
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc.). Coordinates all information, referrals, safety planning, and monitoring.	MERRITT, PATRICIA	GREENBAUM, MARK
Mental Health Professional /Suicide/Threat Prevention Liaison (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide/Threat Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	MORENO-LEE, ESTELA	MERRITT, PATRICIA
LD Operations Coordinator/LASPD	Responds to situations of risk of violence to self or others. Provides technical support and consultation for assessments prior to and during the Multidisciplinary Threat Assessment Team meeting.	Officer C. Thompson	Merritt, Patricia

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and employees in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	MERRITT, PATRICIA	(818) 947-2104
Assistant Principal 1	MORENO-LEE, ESTELA	(818) 947-3423
Assistant Principal 2	BERMAN, JANE	(818) 947-2104
Assistant Principal 3	GREENBAUM, MARK	(818) 947-2105
Assistant Principal 4		
Administrator Assistant	MALDONADO, VANESSA	(818) 947-2103
Cafeteria Manager	BAHENA, GABRIELA	(818) 947-2155
Financial Manager	TRUONG, KEAN	(818) 947-2115
Plant Manager	PORTER, MICHAEL	(818) 947-2154
Custodian	FLUKERS, PAMELA	(818) 947-2154
Custodian Closest to Site	FLUKERS, PAMELA	(818) 947-2154
First Person on Campus in AM	PORTER, MICHAEL	(818) 947-2154
Last Person on Campus in PM	FLUKERS, PAMELA	(818) 947-2154

Charter School Emergency Contacts Chart - LASHON ACADEMY

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and employees in the event of an emergency:

Title/Role	Name	Work Number
Principal	MERRITT, PATRICIA	(818) 947-2104
Assistant Principal 1	GREENBAUM, MARK	(818) 947-2105
Assistant Principal 2		
Administrator Assistant	MALDONADO, VANESSA	(818) 947-2103
Financial Manager		
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	PORTER, MICHAEL	(818) 947-2154
Last person on campus in PM	AGUILERA, JUVENCIO	(818) 348-4741

3.22 School ICS and Emergency Teams

Details of each team's roles and responsibilities are located in Emergency Teams section of the Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	ALTERNATE
Incident Commander	During an emergency, directs all emergency operations, verifies facts, contacts LD, and coordinates all response actions.	MERRITT, PATRICIA	FIGUEROA, KIMBERLY
Safety Coordinator	Ensures that all emergency operations are conducted safely.	GREENBAUM, MARK	MORENO-LEE, ESTELA
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	FIGUEROA, KIMBERLY	MERRITT, PATRICIA
Operations Section Lead	Responsible for managing all tactical operations at an incident.	MORENO-LEE, ESTELA	HAROOTUNIAN, ALEN
Planning Section Lead	Responsible for collecting and evaluating information.	BROWN, JANELLE	GREENBAUM, MARK
Logistics Section Lead	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	PORTER, MICHAEL	RAMIREZ, KRYSTLE
Finance/Administration Section Lead	Responsible for managing all financial aspects and documentation of an incident.	TRUONG, KEAN	GREENBAUM, MARK

Title/Role	Name
Search and Rescue (SAR) Teams Coordinator	Reports to Operations Section Lead
SAR Coordinator	
SAR Alternate Coordinator	
Search and Rescue Team 1	Reports to SAR Teams Coordinator
Team leader	BROWN, JANELLE
Member 2/Alternate Leader	MCCULTY, JEFFREY
Member 3	ZAVALA, DAVID
Member 4	GAMEZ, JAVIER
Search and Rescue Team 2	Reports to SAR Teams Coordinator
Team Leader	MACIAS DIAZ, JOHNNY
Member 2/Alternate Leader	GONZALEZ, LUIS

3. Incident Command System

Member 3	LYNN, ANDREW
Member 4	MEZA, MARIA
Search and Rescue Team 3	Reports to SAR Teams Coordinator
Team Leader	BUSH, MAXINE
Member 2/Alternate Leader	MESA, JEREMY
Member 3	MORENO, DELBERT
Member 4	ALVARADO, MICHAEL
Search and Rescue Team 4	Reports to SAR Teams Coordinator
Team Leader	HOLTZMAN, MATTHEW
Member 2/Alternate Leader	PINEDA CORTEZ, PEDRO
Member 3	GASPARIANS, ARTIN
Member 4	
Access and Functional Needs Team	Reports to Operations Section Lead
Team Leader	VILLAGRAN, REBECA
Member 2/Alternate Leader	MEDINA NETZEL, VIVIANE
Triage Team	Reports to Operations Section Lead
Team Leader	SIOJO, MARIA CRISELDA
Member 2/Alternate Leader	VALLES, OSCAR
Member 3	VILLAGRAN, REBECA
Member 4	
Security / Utilities Team	Reports to Operations Section Lead
Team Leader	MENESES, ROMAN
Member 2/Alternate Leader	LARA, RAYMUNDO
Member 3	HAROOTUNIAN, ALEN
Member 4	
Fire Suppression / HazMat Team	Reports to Operations Section Lead
Team Leader	PORTER, MICHAEL
Member 2/Alternate Leader	GRANDI, WILLIAM
Member 3	DIXON, DEMETRIUS
Member 4	
School Site Crisis Team	Reports to Operations Section Lead
Team Leader	WILLIAMS, BEVERLY
Member 2/Alternate Leader	PETROSYAN, LILIT
Member 3	POURMOUSSA, NILOUFAR
Member 4	SUAREZ, STEPHANY
Assembly Area Team	Reports to Operations Section Lead
Team Leader	GREENBAUM, MARK

3. Incident Command System

Member 2/Alternate Leader	UCEDA, YURI
Member 3	MARTINEZ, CAROLINA
Member 4	ABAGI, LILIA
Request Gate Team	Reports to Operations Section Lead
Team Leader	BERMAN, JANE
Member 2/Alternate Leader	MALDONADO, AMY
Member 3	MORALES, BERTHA
Member 4	
Reunion Gate Team	Reports to Operations Section Lead
Team Leader	MEJIA, CINDY
Member 2/Alternate Leader	MORENO-LEE, ESTELA
Member 3	AGUILAR, JOAQUIN
Member 4	MANNARA, CAROL
Documentation / Communication Position	Reports to Planning Section Lead
Team Leader	FIGUEROA, KIMBERLY
Member 2/Alternate Leader	UCEDA, YURI
Supply / Equipment Team	Reports to Logistics Section Lead
Team Leader	PORTER, MICHAEL
Member 2/Alternate Leader	BAHENA, GABRIELA
Member 3	MOTA, MARTHA
Member 4	
Hygiene Team	Reports to Logistics Section Lead
Team Leader	RAMIREZ, KRYSTLE
Member 2/Alternate Leader	RAMIREZ, KRYSTLE
Member 3	
Member 4	
Transportation Position	Reports to Logistics Section Lead
Team Leader	FIGUEROA, KIMBERLY
Member 2/Alternate Leader	MEDINA NETZEL, VIVIANE
Staff Accounting Position	Reports to Finance/Admin Section Lead
Team Leader	MALDONADO, VANESSA
Member 2/Alternate Leader	
Cost Accounting Position	Reports to Finance/Admin Section Lead
Team Leader	TRUONG, KEAN
Member 2/Alternate Leader	MALDONADO, VANESSA
Manager of School Emergency Response Box	Delivers Box Contents As Needed

3. Incident Command System

Team Leader	MEJIA, CINDY
Member 2/Alternate Leader	MALDONADO, AMY

4. Training and Exercises

4.1 District Documents Concerning Emergencies

For additional context for school site trainings, access LAUSD documents relevant to school emergencies on the [“LAUSD Emergency Documents”](#) page of the Emergency Services website.

4.2 Training and Exercises

All school staff shall be trained on the plan (CA Education Code Section 32280). Everyone involved in the plan needs to know their roles and responsibilities before, during, and after an emergency. The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that all staff members, as well as students, parents, and community representatives understand emergency roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level(s). Exercises may range from basic fire and shelter in place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

4.3 Emergency Drills

To be adequately prepared, emergency drills should be executed and then documented at <http://emergencydrills.lausd.net>. Training for all emergency procedures can be found through the STEPS program on MyPLN. The [REF-5803 Emergency Procedures, Drills and District-Wide Exercises](#) has more information on emergency response actions and required emergency drills. Five types of emergency drills are required as indicated in the table below, along with the required frequencies by school level. Schools are encouraged to foster relationships with and invite first responders to participate in drills. Schools must also participate in the radio test described in 4.3.6 below.

Drill Frequency Table:

Type	Elementary	Middle	Sr. High and Adult
<i>Fire</i>	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
<i>Lockdown</i>	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.
<i>Earthquake (Drop, Cover/Hold on)</i>	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
<i>Shelter in Place</i>	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.
<i>Take Cover</i>	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.

Note: Review with only staff once per semester, the Rapid Relocation procedures for active shooter incidents meeting the specific criteria in [BUL-5469 Lockdown and Rapid Relocation Procedures For All Schools](#).

4.3.1 Fire Drill

Signal: (Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited."

Fire Drill Procedures

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Evacuate Building, Notifications and Student Reunification.)

Teachers actions:

4. Training and Exercises

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom (Form a double line for large classes).
4. Check to see that all students are out of the classroom. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single or double line in the designated Assembly Area.
7. Take and report attendance.
8. Wait for the “all clear” announcement or other signal and then return quietly to your classroom in single file.

All other personnel (not assigned to any emergency team): Report to Assembly Area for further instructions.

4.3.2 Earthquake Drill

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

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

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

Indoor Earthquake Drill Procedures

Classroom actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Drop, Cover and Hold on, Evacuate Building, Notifications and Student Reunification.)

1. Initiate the DROP, COVER and HOLD ON action as described in Section 6.3.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.
5. Place head as far as is possible between knees and grasp furniture leg; cover the crown of the head with the other hand.

6. Stay in this position until shaking stops.
7. Students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Earthquake Drill Procedures

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees; cover crown of the head with hands
3. Remain clear of obstacles and wait until the situation stabilizes and designated staff member gives all clear. Move to the emergency Assembly Area. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.3 Lockdown Drill

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

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

“Your attention please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone’s protection, all students should go into to the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions. This is a drill.”

Lockdown Drill Procedures

Teacher actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Lockdown and Notifications.)

1. When the announcement has been given, all classes will remain in their rooms. Ensure that classroom doors are locked.
2. Redirect any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium or multi-purpose room.
4. Move students to the most protected areas in the room and lock the door.
5. Have students face away from windows and keep their backs toward windows.
6. Close and lock all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.
8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
9. Remain in the secured room until further instructions are received from official sources.

4.3.4 Shelter In Place Drill

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

Signal: The signal for the “Shelter in Place” drill is the following PA announcement:

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

Shelter in Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Direct any students in hallways into the nearest classroom.
3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows and move students away from any sources of outside air. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off Heating Ventilation and Air Conditioning units/systems if advised.
8. Cover any vents or holes with posters, paper or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
9. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

10. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.5 Take Cover Drill

This action provides protection during hazards such as a bomb blast, explosion, airplane crash, gas storage tank explosion, or shooting incident. There is typically no advance warning or signal given.

Indoor Take Cover Procedures

1. Drop to the knees with back to a window, place head in lap and clasp hands behind the neck.
2. Wait quietly for further instructions. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Take Cover Procedures

1. Seek any type of protection (curb, bench, ditch, gutter, etc.).
2. Drop to ground with back to hazard and clasp hands behind the neck.
3. Remain in this position until the immediate danger passes and seek more protective cover if necessary. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.6 Radio Communications Test Drill

Radio communications tests take place in conjunction with the Districtwide fall and spring emergency drills to ensure that the radio equipment and communications systems are working properly. The communications test follows the same procedures that will be used in an actual emergency. In an emergency when phone lines are inoperable, the Districtwide radio network is used to compile information about significant damages and injuries at each site. Using this information, the District can properly assess the impact of an emergency, request help from other agencies, and properly assign resources and assistance to those sites with the greatest needs.

Specific drill dates and the link to the most current Emergency Radio Communication Tree can be found at <https://achieve.lausd.net/radiounit> and on the Emergency Services [Drills and Exercises page](#). After participating in each semester's radio test, schools should complete the evaluation: <http://emergencydrills.lausd.net>.

5. Authorities and References

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

5.1 Legal Requirements

California Education Code Sections 32280-32288 - Requires a comprehensive school safety plan developed with first responder input, identifying appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, an update of the plan annually, and the adoption of emergency procedures and policies. Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff on the plan.

California Education Code Sections 35295-35297 - Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

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

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

5.2 Other Related Laws

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

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

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

5. Authorities and References

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

California Education Code section 215 (as added by AB 2246) - Requires school districts to implement a pupil suicide prevention policy and develop a training for all District employees to increase awareness about suicide. The policy must address high-risk (vulnerable) students, including youth bereaved by suicide, youth with disabilities, youth with mental illness or substance disorders, youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender or questioning youth.

California Code of Regulations Title 19 Division 1 Chapter 1 - establishes minimum standards for the prevention of fire and for the protection of life and property against fire, explosion and panic.

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

California Code of Regulations Title 24 Division 1 – adopts the California Fire Code as part of the Code of Regulations. Also referred to as the California Building Standards Code.

5.3 LAUSD Related Policy

LAUSD policies and guidance documents regarding emergencies can be found on the Emergency Services website: [LAUSD Emergency Documents](#).

6. Functional Annexes

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

Note: Only the Superintendent of the School District has the authority to cancel or close any LAUSD school.

Training for all emergency procedures can be found through the STEPS program on MyPLN. The [LAUSD Staff/Responder Emergency Plan app](#) is also available and includes 21 categories of emergency response procedures, all taken from the ISSP template.

The [REF-5803 Emergency Procedures, Drills and District-Wide Exercises](#) contains detailed information on emergency response actions and required emergency drills.

6.1 Accounting for all Persons

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

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors during a lockdown, shelter in place, or other emergency where everyone is inside. Methods may include MiSiS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Personnel working visitor check-in will take the visitor sign-in sheets and visitor stickers to the Assembly Area.
3. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Leader.

4. The Assembly Team Leader will ensure that all visitors are accounted for, have a designated section of the Assembly Area away from students, and sign out when leaving campus.
5. The Assembly Area Team leader will compile a master accounting of all persons on campus and make reports available to the Operations Section Chief and Incident Commander.

6.2 All Clear

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

All Clear Procedures

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

6.3 Crisis Response

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

Examples of crises that may impact schools include:

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

Because of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on MyPLN in STEPS courses 207 and 409.

OTHER IMPORTANT DEFINITIONS

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

PFA is an evidence-informed modular approach to help children, adolescents, adults and families in the immediate aftermath of traumatic events, disasters and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the local district, District office, or a combination thereof.

Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier II: Local District Crisis Response

The school site administrator/designee contacts the LD Operations administration for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the LD crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Tier III: District Office Crisis Response

In collaboration with the LD Operations administration, the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Crisis Response Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.

2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator and request additional resources as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open or update an iSTAR report on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

The following are general preparedness, response and recovery protocols for the administrator/designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness

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

- d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact LD Operations administration, or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
- e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.
- f. Identify school and community-based resources.

B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site.

1. Ensure Campus/Office Safety
 - a. Call 911 for immediate, emergency life threatening situations.
 - b. Call Los Angeles School Police Department (213) 625-6631 or local law enforcement for assistance at the school site or school related activity.
 - c. Secure site and implement lockdown, if necessary.
 - d. Activate the ICS team, as needed.
 - e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at (213) 241-3841.
2. Determine Facts

Consider some of the following questions when gathering information to determine the appropriate response for the situation:

 - a. What happened?
 - b. Who was involved?
 - c. How were they involved?
 - d. How did it happen?
 - e. Where and when did it happen?
 - f. What caused the crisis?
 - g. What is the condition of those involved?
 - h. Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?
3. Notify
 - a. LD Operations administration as soon as feasible.
 - b. Administrator/designee of co-located schools.
 - c. Administrator/designee of other school sites that could be affected by the crisis.
 - d. Other offices, as appropriate.
 - e. Document the incident in the Incident System Tracking Accountability Report (iSTAR) as soon as practical and update as necessary.
4. Assess

The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:

 - a. Type of incident

- b. Number of students and staff that might be affected
 - c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
 - d. Physical proximity to the crisis incident
 - e. History of other crises at the school or for those involved in the current crisis
 - f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
 - g. School and community resources available
5. Develop Action Plan
- Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

Actions may include:

- Communication
- Logistics/Operations
- Psychological Triage/Crisis Counseling
- Incident Debriefing
- Documentation
- Important Considerations
- Recommendations for Short and Long-Term Recovery

The Crisis Team will provide on-going assessment of needs and follow-up services as required. For more information, visit <https://achieve.lausd.net/Page/12129#spn-content>.

Psychological First Aid: Responding to Crisis Incidents

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, act of violence, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

For PFA handouts in English and Spanish, visit [PFA Handouts](#).

1. **LISTEN** to what they say and how they act.
 - Address the feeling(s)/behavior(s) as soon as possible.
 - If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
 - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
 - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. **PROTECT** by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
 - Provide supervision and consistency to encourage successful outcomes.
 - Give information that is accurate and age appropriate.
 - Keep the environment free of anything that could re-traumatize the student.
 - Validate the student's life experience.
 - Maintain confidentiality as appropriate.
3. **CONNECT** through interaction, activities and resources.
- "Check in" with student(s) on a regular basis.
 - Become familiar with learning support staff at your school (Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
 - Encourage interactions, activities, team projects with friends and teachers.
 - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).
- Note: If you suspect child abuse and/or neglect, report to the appropriate child protective services agency, according to [BUL-1347 Child Abuse and Neglect Reporting Requirements](#).
4. **MODEL** calm and optimistic behavior.
- Model healthy responses by remaining calm, courteous, organized and helpful.
 - Pay attention to your thoughts, feelings and reactions about the event. Amid a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
 - Take constructive actions to assure safety.
 - Monitor conversations that students may engage in or hear.
 - Acknowledge the difficulty of the situation but demonstrate how people can come together to cope after such an event.
 - Practice self-care.
5. **TEACH** about normal changes that can occur when traumatized.
- Student(s) may have different reactions even to the same event.
 - Encourage students to identify and use positive coping strategies to help them after the event.
 - Help your students to problem solve to get through each day successfully.
 - Help students set small "doable" goals and share in these achievements as "wins."
- Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.4 Drop, Cover, and Hold On

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

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention please. We are having an earthquake. Drop, cover and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions."
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402.

6.5 Evacuate Building

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

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated

area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left.”

2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Designated emergency team members/staff will take medications and related documents, as well as other medical supplies/equipment such as First Aid kit, AED, Epi-Pen and Sharps container.
4. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers must list missing students on the Missing Persons Report and submit to the Assembly Area team.
6. Once assembled, teachers and students will stay in place until further instructions are given.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training that includes building evacuation is available on MyPLN in courses STEPS 201 and STEPS 401. Fire alarm system training is available on MyPLN in STEPS course 418.

6.6 Lockdown

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During a lockdown, students are to always remain in locked classrooms or designated safe locations.

This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom.”
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.

3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
6. The Incident Commander will call the Los Angeles School Police Department Watch Commander's Office at (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Supplemental online lockdown training courses STEPS 203, 302, and 403 are offered through MyPLN.

Details are available in the [LAUSD Lockdown and Rapid Relocation Procedures for All Schools Bulletin](#).

6.7 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander's Office at (213) 625-6631
- Local District Operations and Community of Schools Administrator
- Blackboard Connect messages to parents and/or staff
- iSTAR incident report

6.8 Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

More information is available in [BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools](#). Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

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

For suggested Options for Perimeter Gate Access during a Rapid Relocation, please access Attachment C in [BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools](#).

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
 - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, only if the route is safe. Teachers/staff are to account for any students with a cognitive disability who may not have understood the directions.
 - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
 - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
 - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
 - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
 - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
 - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
 - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
 - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
 - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
 - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
 - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
 - Maintain a perimeter at the off-site relocation point between the school population and others.
 - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the

- names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Local District Operations Coordinator will:
Connect with the School Incident Commander in person, by phone or radio and provide resources from the LD that might include the following:
 - Dispatch the LD Crisis Team to the school relocation point.
 - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
 - Send out a Blackboard Connect message to parents from the LD office with additional information.
 - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the LD office.
 - Assist with reunification.
 5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
 6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
 7. All media inquiries will be referred to the designated Public Information Officer.
 8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
 9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
 10. The School Incident Commander will debrief with staff and school police officers.

6.9 Relocation (Off-Site Evacuation)

This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required and unrelated to an active shooter incident, such as during a tsunami or large hazardous materials release.

Relocation Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated off-site relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited.”

2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The two required off-site relocation areas are indicated on the Vicinity Map in the Integrated Safe School Plan. Teachers and students will stay together during the evacuation.
3. If the site will be evacuating by school bus, the Incident Commander will activate the Transportation Support position to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies to support the school at the relocation site.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
5. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.
9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.10 Shelter in Place

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

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

Shelter in Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of

communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We are implementing a Shelter in Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office of the number of students in the room with them and their names specifying who is missing.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. Online training about shelter in place is available on MyPLN in courses STEPS 204 and 404.

6.11 Student Reunification

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

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.

3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identifications, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the School Site Crisis Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the School Site Crisis team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

6.12 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

For support and consultation, contact Student Health and Human Services (SHHS), School Mental Health (SMH) Crisis Counseling and Intervention Services (CCIS) at (213) 241-3840 Monday-Friday (8:00 am-4:30 pm).

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

A. Respond Immediately

1. Report concerns or incidents directly to the administrator/designee and/or STPL(s) immediately or as soon as practically possible. For example, do not wait until the end of the day or leave a note, send an e-mail, or leave a voicemail without ensuring that the message was received.
2. Ensure that a staff member, not a student, accompanies the student sent to the office for an assessment.

B. Secure the Safety of the Student

1. For immediate, emergency life-threatening situations, call 911.
2. Supervise the student at all times. Ensure the physical environment the student is in is free of any items/objects that could potentially be harmful, such as scissors, letter openers, staplers, pushpins, and pencil sharpeners.
3. If appropriate and consistent with District guidelines, conduct an administrative search of the student, backpack, and locker to ensure there is no access to means, such as razor blades or pills.

4. District employees should not transport students. Only LASPD, local law enforcement, or designated Department of Mental Health clinicians, including Psychiatric Mobile Response Team (PMRT) staff, are authorized to transport an individual for a psychiatric evaluation (5150/5585) if the current circumstances meet the criteria.
5. If the school receives information that a student may pose a danger to self and/or others, but the student is not in attendance, contact LASPD or local law enforcement to conduct a welfare check to determine the safety and well-being of the student, as well as others.

C. Assess for Suicide Risk

1. The administrator/designee, crisis team member, or designated STPL(s) should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media, or previous iSTAR history).
2. The trained administrator/designee, crisis team member, or designated STPL should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk. See Attachment B - Suicide Risk Assessment of BUL-2637 Suicide Prevention, Intervention and Postvention (Students).
3. Any consultations made by the assessing party should be in a confidential setting and not in the presence of the student of concern. Another designated staff member should supervise the student at all times.
4. If the level of risk is determined to be moderate, if safe to do so, communicate with parent/guardian and gather additional information relevant to the risk factors.
Note: The initial level of risk may change as a result of the information gathered. If needed, consult with Local District Mental Health Team or SMH CCIS at (213) 241-3840 to determine next steps.
5. If the level of risk is determined to be high, contact LASPD (213) 625-6631 or PMRT (800) 854-7771 for an assessment and possible transport to a hospital for a mental health evaluation. Only one agency should be contacted for a response. Either agency is authorized to assess, determine if the current circumstances meet criteria for a hold, and transport an individual for a psychiatric evaluation (5150/5585), if needed.

The privacy of all students should be protected at ALL times. Disclose confidential information only on a right to know and need to know basis, and only the information necessary to protect the health and safety of the student/others.

D. Communicate with Parent/Guardian

The STPL or assessing party should contact the parent/guardian or consult the emergency card for an authorized third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for establishing safety in the home with "means restriction" (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, and razor blades).

2. If the student has a custody arrangement, notify both parents/guardians unless the custody order indicates otherwise (e.g., stay away order, restraining order, limits on information provided).
3. If the student is transported to the hospital, communicate a plan for a re-entry meeting pursuant to Attachment K – Student Re-Entry Guidelines. Complete and provide parent/guardian Attachment I – Return to School Information for Parent/Guardian, which outlines steps to facilitate a positive transition back to school.
4. Provide school and/or local community mental health resources, including the nearest District Mental Health Clinic or Wellness Center. Students with private health insurance should be referred to their provider.
5. Facilitate contact with community agencies and follow-up to ensure access to services.
6. Provide a copy of Attachment G - Suicide Prevention Awareness for Parents/Caregivers and/or Attachment H – Self-Injury Awareness for Parents/Caregivers.
7. Obtain parent/guardian permission to communicate with outside mental health care providers regarding their child using Attachment J – Parent/Guardian Authorization for Release/Exchange of Information.
8. If necessary, obtain parent/guardian consent to search using the template in Attachment M - Parent/Guardian Consent to Search.

E. Determine Appropriate Action Plan

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. Refer to Attachment B - Suicide Risk Assessment.

There are circumstances that might increase a student's suicide risk. Examples may include suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or being identified as a student of a vulnerable population (see Section VI – Considerations for Supporting Vulnerable Student Populations). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

1. Develop a safety plan. A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis. See Attachments D1–D4 for recommendations and templates for developing a student safety plan.
 - a. Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
 - b. Review the developed safety plan with the parent/guardian, specifically the trusted adults identified as gatekeepers for support at school and at home/community. Discuss suitability of these adults, review Attachment E – Adult Gatekeeper handout, and inform parent/guardian that identified adults may receive Attachment E handout, as appropriate.
 - c. Provide and review Attachment E – Adult Gatekeeper handout with the identified trusted adults in school, as appropriate. Written parental consent is required to notify trusted adults identified on the student's safety plan from the home/community. Parents/guardians may consent by writing their initials on the

- consent line at the end of the signature section of the safety plan (see Attachment D2 or D4, My Safety Plan).
 - d. If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuity of care and appropriate updates/revisions, as needed.
 - 2. Follow student re-entry guidelines. See Attachment K - Student Re-entry Guidelines for a checklist of action items to consider and Attachment L – Student Re-Entry/Safety Planning Meeting Sign-in Sheet to document participation in any meetings regarding the student.
 - a. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization (including psychiatric and drug or alcohol inpatient treatment), should have written permission by a licensed California health care provider to attend school, including any recommendations regarding physical activity. See Attachment S – Suicide Risk Assessment FAQs.
 - b. If the student is absent or out of school due to a mental health evaluation/hospitalization, the school site administrator/designee should hold a re-entry meeting with key support staff, parents/guardians, and student upon their return to facilitate a successful transition.
 - c. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program (see BUL-5577 Counseling and Educationally Related Intensive Counseling Services [ERICS] for Students with Disabilities).
 - 3. Mobilize a support system and provide resources. See Attachment R - Resource Guide.
 - a. Connect student and family with social, school, and community supports.
 - b. Refer the student to the nearest District Mental Health Clinic or Wellness Center, a community resource provider, or their health care provider for mental/physical health services.
 - 4. Monitor and manage.
 - a. The administrator/designee and/or STPL(s) should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
 - b. If deemed appropriate/necessary, request consent from parent/guardian to conduct a search of the student, as needed. See Attachment M – Parent/Guardian Consent to Search template.
 - c. Maintain consistent communication with appropriate parties on a right to know and need to know basis.
 - d. If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed. See BUL-1347 *Child Abuse and Neglect Reporting Requirements*.
- F. Important Considerations
- The following are important to consider when intervening with youth who are exhibiting suicidal ideation/behavior:
- 1. When Certificated Staff Accompany a Student to the Hospital

If LASPD, PMRT or other local law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:

- a. The student requests the presence of a staff member;
 - b. The school is unable to make contact with the parent/guardian;
 - c. Parent/guardian is unavailable to meet the student at the hospital; or
 - d. The school site administrator deems this is appropriate based on considerations such as age, developmental level, or pertinent historical student information.
2. Providing Information for a Psychiatric Evaluation
- If the student will be transported, the assessing party should complete Attachment C2 – Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. A copy of this document should be provided to PMRT or law enforcement prior to transporting to a hospital emergency room. For information on how to complete Attachment C2, refer to Attachment C1 – Directions on How to Complete the Summary of Relevant Student Information.

G. Responding to Student Suicide Attempts

In case of a student suicide attempt, the health and safety of the student is paramount. The following are important steps to consider in these situations:

1. In-School Suicide Attempt

In case of an in-school suicide attempt:

- a. Call 911, as appropriate.
- b. Render first aid until professional medical treatment and/or transportation can be received.
- c. Supervise the student to ensure their safety.
- d. Inform the school site administrator/designee and/or STPL(s) immediately or as soon as practically possible.
- e. Clear the area by relocating nearby students and staff, as soon as practically possible.
- f. Inform the parent/guardian.
- g. Engage the STPL(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.

2. Out-of-School Suicide Attempt

In case of an out-of-school suicide attempt:

- a. If the student contacts a staff member and expresses suicidal ideation, the staff member should attempt to maintain contact with the student (either in person, online, or on the phone). Inform the school site administrator/designee and/or STPL(s) immediately for support and guidance.
- b. Call 911, LASPD at (213) 625-6631, or local law enforcement to initiate a welfare check, as appropriate.
- c. Inform the parent/guardian.
- d. Engage the STPL(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student.

H. Document All Actions

1. The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR. For information on completing iSTAR reports with the issue type *Suicidal Behavior*, see Attachment F1 – Recommendations for RARD Completion.
2. When documenting in iSTAR, include the 10-digit student identification number for the student in the *Persons Involved* tab. Any previous reports involving the student will be displayed in this tab, which may influence additional safety and action planning.
3. If the student is assessed by a member of the school site crisis response team who does not have reporting access to iSTAR, the school site crisis team member should complete Attachment F2 – Risk Assessment Referral Data (RARD) and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed.
4. Notes, documents, and records related to the incident are confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.
5. If a student for whom a RARD has been completed transfers to a school within or outside the District, the transferring school may contact the receiving school to share information and concerns, as appropriate, to the extent necessary to ensure the health and safety of the student. To ensure a continuity of care within the District, a safety plan with the new school's crisis team should be developed, as appropriate.

Procedures for Responding to Students who Self-Injure

Self-injury is the deliberate act of harming one's own body, through means such as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of the emotional problems that trigger self-injury. Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

For definitions, the protocol for responding to students who self-injure, as well as information about contagion and other considerations, see Attachment O – Intervention: Protocol for Responding to Students Who Self-Injure.

A. Signs and Symptoms of Self-Injury

- Frequent or unexplained bruises, scars, cuts or burns.
- Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtlenecks, especially in hot weather; bracelets to cover the wrists; not wanting to change for Physical Education).
- Possession of sharp objects (e.g., razor blades, shards of glass, thumb tacks).
- Evidence of self-injury in journals, drawings, social networking sites, etc.

B. Risk Factors of Self-Injury

Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:

- Age

Most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile, and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.

- **Having friends who self-injure**
People who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bond with their peers.
- **Psychosocial factors**
Some people who injure themselves were neglected, abused, or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.
- **Mental health issues**
People who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- **Alcohol or drug abuse**
People who harm themselves often do so while under the influence of alcohol or drugs.

C. Protocol for Responding Self-Injury Procedures

1. Respond immediately or as soon as practically possible.
2. Supervise the student at all times.
3. Seek medical attention, as needed.
4. Conduct an administrative search of student for access to means such as razor blades, shards of glass, other sharp instruments or medications.
5. Assess for suicide risk using the protocols outlined in BUL-2637 Suicide Prevention, Intervention and Postvention (Students).
6. Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible. Provide handout Attachment H- Self-Injury Awareness for Parents/Caregivers. For handouts in additional languages, visit <https://achieve.lausd.net/Page/12130#spn-content>.
7. Encourage appropriate coping and problem-solving skills; do not shame the student about engaging in self-injury.
8. Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
9. Develop a safety plan with the student. See Attachment D1-D4-My Safety Plan.
10. Notify identified adults in the safety plan and provide Attachment E – Adult Gatekeeper handout.
11. Provide resources. See Attachment R – Resource Guide.
12. Document all actions in the RARD on iSTAR; include student identification number in the Persons Involved tab of iSTAR.

D. Self-Injury and Contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

1. Respond immediately or as soon as practically possible.
2. Respond individually to students but try to identify peers and friends who may also be engaging in self-injurious behaviors.
3. As students are identified, they should be supervised in separate locations.
4. Each student should be assessed for suicide risk individually using the protocol outlined in BUL-2637 Suicide Prevention, Intervention and Postvention (Students).
5. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.
6. Consider making a mental health referral for students exhibiting self-injurious behaviors.

E. Other Considerations for Response to Self-Injury and Contagion

The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

1. Self-injury should be addressed with students individually and never in group settings, such as student assemblies, public announcements, school newspapers, or the classroom.
2. When self-injurious behaviors are impacting a larger school community, schools may respond by inviting parent(s)/guardian(s) to an informational parent meeting at the school. The meeting should be reserved for parents/guardians only. The administrator/designee may decide to invite all parents/guardians from the school community, as the meeting would provide psycho-education, awareness, and tools for addressing self-injurious behaviors in youth. Limiting the invitations may inadvertently leave other parents/guardians feeling uninformed or concerned about their child. Arrangements should be made to supervise students and children during the parent/guardian meeting. See Attachment N – Sample Letter to Parent/Guardian RE: Self-Injury.

Consult and work with the Office of Communications (213) 241-6766 for dissemination of information regarding a parent/guardian meeting or other media matters, as needed.

6.13 Threat to Others

For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at (213) 241-3840 Monday-Friday (8:00 a.m. - 4:30 p.m.). After hours, contact the Los Angeles School Police Department at (213) 625-6631.

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799 [Threat Assessment and Management \(Student-to-Student, Student-to-Adult\)](#) and BUL-5798 [Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Protocol for Responding to Threats of School Violence

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought that has gone into the planning.

The primary purpose of a threat assessment is to determine if a person of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction. For an abbreviated version of the protocol outlined below, see Supplemental Tool A1 – Protocol for Responding to Threats of School Violence.

There are four stages for the threat assessment and management process that an administrator/designee should follow:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

STAGE I: IMMEDIATE RISK REDUCING INTERVENTIONS

A. Secure Campus/Office Safety

1. For immediate, emergency life-threatening situations, call 911.

2. Call LASPD (213) 625-6631 or local law enforcement for assistance at the school site or school related activity. An initial interview by law enforcement is not a substitute for a multidisciplinary threat assessment team meeting.
3. Secure site and/or implement lockdown, if necessary.
4. If appropriate, notify relevant offices (e.g., LD, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.

B. In Case of an Incident of School Violence

1. Call 911.
2. Render first aid until professional medical treatment and/or transportation can be received.
3. Supervise the student(s) to ensure their safety.
4. Inform the school site administrator/designee and/or STPL(s) immediately or as soon as practically possible.
5. Evacuate the area by relocating nearby students and staff, as soon as practically possible.
6. Notify appropriate offices (e.g., LD, SMH, Student Discipline and Expulsion Support Unit) and parents/guardians, as soon as practically possible.
7. Engage the School Site Crisis Team and STPL(s) to determine and implement the appropriate postvention response, action plan, safety plan, and reentry guidelines to ensure the safety and well-being of the student(s) and others who might have been affected by the incident.

STAGE II: INFORMATION GATHERING

An individual's behaviors and emotional state can be influenced by a number of factors, including triggers, attack related behaviors, relationship dynamics, protective factors, and risk factors. Therefore, to effectively evaluate a threat, the multidisciplinary threat assessment team should have as much past and present information about the person of concern, as well as details regarding the threat or incident.

A. Gather Relevant Information

Review all school records and other relevant information listed in Supplemental Tool B1 – Information Gathering Checklist. If documents or information are missing or unknown, an effort should be made to gain access to the information.

B. Interview Relevant Parties

Interview all relevant parties separately. The administrator/designee or designated STPL(s) should gather essential information from multiple sources, including one or more school staff members who have direct knowledge of the threat and/or relevant knowledge of the student.

The following supplemental tools may be utilized to interview all relevant parties:

- Supplemental Tool B2 – Student Interview
- Supplemental Tool B3 – Witness/Target Interview
- Supplemental Tool B4 – Teacher/Staff Interview/Questionnaire
- Supplemental Tool B5 – Parent/Guardian Interview

All interviews, information gathered, and consultations for support made by the assessing parties should be done in a confidential setting and not in the presence of any student(s). Another designated staff member should supervise involved student(s), as needed. In addition to the interviews mentioned above, written statements may be gathered, but are not required.

If an intended target is identified during any of the aforementioned interviews, if appropriate, make sure to warn the intended target(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting.

- If the targeted individual is a student, take appropriate steps to inform the parent/guardian.
- If the targeted individual is an adult, take appropriate steps to inform them of the threat.
- Consult with LD Operations and law enforcement, as needed.

C. Additional Considerations

The following are important to consider when intervening with youth who are exhibiting warning signs that they may be on a pathway towards violence:

1. When Certificated Staff Accompany a Student to the Hospital

If LASPD, PMRT or other local law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator may designate a certificated staff member to accompany the student if:

- a. The student requests the presence of a staff member;
- b. The school is unable to make contact with the parent/guardian;
- c. Parent/guardian is unavailable to meet the student at the hospital; or
- d. The school site administrator deems this is appropriate based on considerations such as age, developmental level, or pertinent historical student information.

2. Providing Information for a Psychiatric Evaluation

If the student will be transported, the assessing party should complete Supplemental Tool C2 – Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. A copy of this document should be provided to PMRT or law enforcement prior to transporting to a hospital emergency room. For guidelines on how to complete Supplemental Tool C2, refer to Supplemental Tool C1-How to Complete the Summary of Relevant Student Information.

The privacy of all students should be protected at all times. Disclose confidential information only on a need to know basis, and only disclose the information necessary to protect the health and safety of the student/others.

STAGE III: MULTIDISCIPLINARY THREAT ASSESSMENT TEAM MEETING

A. Identify Multidisciplinary Threat Assessment Team Members

An effective threat assessment team ensures communication among all stakeholders. It is important to include individuals that have information and knowledge of the incident/case being reviewed. A multidisciplinary threat assessment team may include, but is not limited to:

- Administrator/Designee
- STPL
- L.A. Unified mental health professional (e.g., PSW, PSA, School Psychologist)
- LD Operations Coordinator

Some optional members might also include:

- LASPD Officer
- Teacher(s)
- Nurse
- After-school staff
- SHHS staff
- Special Education staff (e.g., Least Restrictive Environment Specialist, Behavior Support)
- Office of General Counsel
- Community agency (e.g., Department of Children and Family Services, mental health, private therapist)

The person of concern, the targeted individual(s), and/or parent/guardian are not part of the multidisciplinary threat assessment team meeting.

B. Multidisciplinary Threat Assessment Team Meeting

1. Prepare for the Meeting

- a. Compile information gathered from the checklist and interviews (included in Supplemental Tools B1-B5) for the team to review the history and current status of the person of concern.
- b. Make copies of Supplemental Tool D1 – School Violence Threat Assessment Checklist to share with each participant.
- c. Allow sufficient time (e.g., 2 hours) to review the case and develop an action plan as a team.

2. Convene the Meeting

- a. Sign In – Use sign-in sheet template Supplemental Tool D4 –Multidisciplinary Threat Assessment Team Meeting Sign-in Sheet.
- b. Introductions – Indicate name, position, department, and relation to the person of concern.
- c. Identify Action Plan Note Taker - Use notes template Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan.
- d. Review Incident – Provide a summary of the incident that initiated the TAM process.
- e. Review History and Information Gathered – Review all information gathered, including interviews and relevant history/past behavior of the person of concern.
- f. Determine Level of Risk - Based on all information obtained, review Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators, and Action Plan Options to determine the level of risk as a team (information also in Supplemental Tool D1).
 - No Known Current Risk - indicates that there is no evidence of homicidal/suicidal ideation at this time.
 - Low Risk – indicates the person of concern is at little risk for school violence.

- Moderate Risk – indicates the person of concern is at an elevated risk for school violence.
- High Risk – indicates the person of concern is at high or imminent risk for violence, and immediate intervention is required to prevent an act of school violence from occurring.
- g. Action Plan – Using Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan identify past action(s) taken, immediate action(s), and long-term action(s), including responsible parties for each action step identified.
 - The action plan should be consistent with the level of risk determined by the team.
 - The action plan should be managed by the school site administrator/designee.
 - Any action items listed should be completed within the identified timeline(s).
 - It is important to note that all levels of risk, including No Known Current Risk, has recommended action steps.
 - See Supplemental Tool B6 – Threat/Risk Assessment Levels, Indicators and Action Plan Options for appropriate actions and considerations by risk level.
- C. Additional Considerations
 1. Disciplinary Action
Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.
 2. Suspected Child Abuse or Neglect
Report the incident to the appropriate child protective services agency, following BUL-1347 Child Abuse and Neglect Reporting Requirements if child abuse or neglect by a parent/guardian is suspected. For example:
 - contacting the parent/guardian regarding the suicidal/homicidal ideation/behavior may escalate the student’s current level of risk
 - the parent/guardian is contacted and unwilling to respond
 - the parent/guardian refuses treatment for the student of concern
 - the parent/guardian is unable to safeguard the student
 - the student has access to weapons
 - when additional minors are in the home and therefore may be at risk The report should include information about any concerning homicidal/suicidal ideations or behaviors exhibited by the student. The reporting party should follow directives provided by the child protective services agency personnel.
 3. Duty to Warn
Per Tarasoff v. The Regents of the University of California mental health professionals have a “duty to protect” as well as a “duty to warn” a potential victim of serious threat of physical violence and to notify the police (California Civil Code §43.92).
 4. Criminal Threat (as determined by LASPD or local law enforcement)
The target may call LASPD or local law enforcement to file a criminal complaint.

STAGE IV: IMPLEMENTING ACTION PLAN

In general and when appropriate, meet with parents/guardians, as well as all involved students to discuss actions taken, action plan items, safety plan for student(s), and reentry. Meetings should be conducted separately for each involved party and their parent/guardian (see

Supplemental Tool E – Safety Planning and Reentry). Consider the following options when developing a student safety plan and conducting a reentry meeting:

A. Student Safety Planning

1. Throughout the safety planning process, a collaborative problem-solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
2. Review the developed safety plan with the parent/guardian, specifically the trusted adults identified as gatekeepers for support at school and at home/community. Discuss suitability of these adults, review Supplemental Tool F3 – Adult Gatekeeper for School Safety handout, and inform parent/guardian that identified adults may receive Supplemental Tool F3 handout, as appropriate.
3. Provide and review Supplemental Tool F3 – Adult Gatekeeper for School Safety handout with the identified trusted adults in school, as appropriate. Written parental consent is required to notify trusted adults identified from the home/community on the student's safety plan. Parents/guardians may consent by writing their initials on the consent line at the end of the signature section of the safety plan (see Supplemental Tool E2 or E4, Student Safety Plan).

B. Student Reentry Meeting

1. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a reentry meeting with key support staff, parents, and student to facilitate a successful transition. See Supplemental Tool E6 - Student Reentry Guidelines for a checklist of action items to consider.
2. It is strongly encouraged that written permission by the health care provider be obtained for a student following hospitalization, including psychiatric and drug or alcohol inpatient treatment, prior to returning to school.
3. If the person of concern and/or target transfers or matriculates to another school and an immediate threat to self or others remains, follow the guidelines in BUL-3927 Mandated Reporting of Certain Student Behavior.

C. Provide Resources

1. Provide parents/guardians, staff, and witnesses the appropriate handouts (see Supplemental Tools F1-F4).
2. Provide Supplemental Tool F5 – Resource Guide to parents/guardians and staff, as needed.

D. Document Actions

1. Notes, Documents, and Records
 - a. The administrator/designee action plan notes taken during the threat assessment meeting are for use by L.A. Unified attorneys unless stated otherwise in this bulletin. No copies of the action plan notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Supplemental Tool D2 – Multidisciplinary Threat Assessment Team Meeting Action Plan should be used to document the action plan during a threat assessment meeting.

- b. Notes, documents and records related to the incident are considered confidential information. These notes should be kept in a confidential file separate and apart from the student's cumulative records.
- 2. Documenting on iSTAR
 - a. The administrator/designee shall maintain records and documentation of actions taken at the school by completing an incident report and RARD in iSTAR. For information on completing iSTAR reports with the issue type Threat and Suicidal Risk, see Supplemental Tool G1 – Completing the RARD on iSTAR.
 - b. Do not upload Supplemental Tool D1 – School Violence Threat Assessment Checklist and Supplemental Tool D2 –Multidisciplinary Threat Assessment Team Meeting Action Plan or any other follow-up meeting notes in iSTAR.
 - c. When documenting in iSTAR, include the 10-digit student identification number for the student in the Persons Involved tab. Any previous reports involving the student will be displayed in this tab, which may influence additional safety and action planning.

If the student is assessed by a member of the school site crisis response team who does not have reporting access to iSTAR, the school site crisis team member should complete Supplemental Tool G2 – RARD and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on iSTAR. The RARD should not be mailed.

7. Threat and Hazard-Specific Annexes

The threat and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in the functional annex need not be repeated in a threat or hazard-specific annex. These annexes were developed at the District level, based on risk analyses.

7.1 Active Shooter/Gunfire

More information is available in [BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools](#). Active shooter training for LAUSD schools is available from LASPD; contact them at (213) 625-6631 for inquiries and to schedule the training. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

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

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a lockdown, the recommended appropriate emergency function.
3. The School Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Leader will:

- Notify the LD Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Blackboard Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Leader will:

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

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
 - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, if the route is safe.
 - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
 - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
 - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
 - Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units and/or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
 - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
 - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
 - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
 - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
 - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
 - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
 - Maintain a perimeter at the off-site relocation point between the school population and others.
 - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Local District Operations Coordinator will:
 - Connect with the School Incident Commander in person, by phone or radio and provide resources from the LD that might include the following:
 - Dispatch the LD Crisis Team to the school relocation point.
 - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
 - Send out a Blackboard Connect message to parents from the LD office with additional information.
 - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the LD office.
 - Assist with reunification.
 5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
 6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
 7. All media inquiries will be referred to the designated Public Information Officer.
 8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
 9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
 10. The School Incident Commander will debrief with staff and school police officers.

7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Utility Failure (in this section) as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, 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 are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure (in this section).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. An LD representative will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via Blackboard Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, 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 emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, Animal Control (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage 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 Blackboard Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4 Biochemical/Hazardous Materials

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

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

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

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

7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. 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 Triage 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 School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area

- upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
 3. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location and nature of emergency.
 4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
 5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
 6. The Incident Commander will notify and update parents via Blackboard Connect.
 7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
 8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms and trash bags, to allow students to cover up. 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 Triage 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 School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
 12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
 13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they 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 Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.5 Bomb Threat/Suspicious Package

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

Information is available in the [BUL-6460 Explosive Device Threats and Suspicious Devices](#).

7.5.1 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 phone line
 - Name of school
 - Phone number of line receiving threat
 - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the call.

Bomb Threat Form Questions include:

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

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

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

- Background Noise:
 - Office
 - Outdoors
 - Traffic
 - Other
- 3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police at (213) 625-6631 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 emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
- 4. If the school discovers 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, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
- 5. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
- 6. No attempt should be made to investigate or examine a discovered suspicious object.
- 7. The Incident Commander will notify and update parents via Blackboard Connect.
- 8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
- 9. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
- 10. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
- 11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
- 12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
- 13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
- 14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
- 15. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

7.5.2 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities 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 School Police at (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, 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 are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

7.6 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

7.6.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact Bus Operation Dispatch to report location and condition of students and the bus. Bus Operation Dispatch will contact and update the school principal and bus supervisors.
5. If it is safe, the driver will proceed to the nearest LAUSD school for possible shelter, upon arriving at the school, the driver is to notify the school principal and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
7. The principal or designee will notify and update parents via Blackboard Connect.
8. If instructed by the Bus Operations Dispatch or designee to continue the route, the driver will:
 - If en-route to school, continue to pick up students.
 - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop to receive students in Pre-K through second grade and a designated adult for students with an IEP.
9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
10. The driver will account for all students and staff throughout the emergency.

7.6.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.
2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update Bus Dispatch to report location and condition of students and the bus. Bus Operations Dispatch will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.6.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location as directed by law enforcement or transportation supervisor.
2. The driver will set the emergency brake and turn off the ignition.

3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire. Drivers should keep in mind:
 - a. Bus fires can be controlled by using the fire extinguishers.
 - b. Most modern buses have an integrated fire suppression system to put out engine fires and can be activated by a push of a button or automatically triggered by a fire.
4. When an accident occurs, the driver will check for injuries and provide appropriate first aid as deemed necessary prior to the arrival of emergency responders.
5. The driver will immediately notify School Bus Operations Dispatch if an accident has occurred. Injuries will be reported at that time as well as the exact location of the bus.
6. Upon notification of an accident with students on board a bus, School Bus Operations Dispatch will notify the California Highway Patrol (CHP) for assistance.
7. The driver will contact Bus Operations Dispatch to report any updates at the location and condition of the students. School Bus Operations Dispatch will then provide the necessary updates to District personnel.
8. The principal or designee will notify the LD Administrator of Operations and/or the Operations Coordinator of the incident.
9. The principal or designee will notify and update parents via Blackboard Connect.
10. The driver will stay with the disabled bus until help arrives.
11. The driver will account for all students and staff throughout the emergency.
12. The Bus Supervisor or other authorized user will open an iSTAR report on the incident.

7.7 Demonstration/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. Information is available in [BUL-6320 Procedures for Handling Disturbances or Demonstrations On or Adjacent to School Sites](#).

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate emergency function, which may include a modified Lockdown.
3. The Incident Commander will notify School Police at (213) 625-6631 to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered

or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

6. If students attempt to leave the campus, inform students in the presence of adult witnesses that they should attend classes. Notify individual students that they risk consequences if they remain on campus but do not attend classes or if they attempt to leave campus. Remind students that if they persist in unlawful activities following ample warning and notice of suspension, they may be subject to disciplinary action. Note: No physical effort shall be made to prevent students from leaving the campus.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and staff should be protected from broken window glass by closing available window coverings.
8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
12. The Incident Commander should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.8 Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in the [BUL-5798 Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) and [BUL-5799 Threat Assessment and Management \(Student-to-Student, Student-to-Adult, Student-to-School\)](#). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

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 School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.

4. The Incident Commander will call School Police at (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9 Earthquake

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

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the [Emergency Services](#) and [STEPS](#) websites.

7.9.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and

students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

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

7.9.2 Earthquake during Non-School Hours Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office at (213) 625-6631 that you are on campus before beginning a site assessment.

2. The Incident Commander should confer with the LD Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander and LD Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via Blackboard Connect.
4. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and LD Administrator of Operations.

7.10 Explosion/Risk of Explosion

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

7.10.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police at (213) 625- 6631 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. The LD office will call the Office of Communications with information on the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. The Triage Team will check for injuries and provide appropriate medical assistance.

10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and LD Administrator of Operations.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.2 Risk of Explosion on School Property Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.

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

7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures

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

7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. More information about radiological incidents is available on MyPLN in courses STEPS 205 and 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
7. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Relocation may be advised by authorities.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the LD Administrator of Operations.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11 Fire

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

7.11.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on MyPLN in courses STEPS 201 and 401. Online training about fire alarm systems is available on MyPLN in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the fire. LD personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify OEHS that a fire occurred.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
12. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the LD Administrator of Operations will determine if the school will open the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and LD Administrator of Operations.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The school administrator may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to [REF-5803 Emergency Procedures, Drills and District-Wide Emergency Exercises](#).
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the incident. LD personnel will call the Office of Communications with information on this situation.
7. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
8. The Incident Commander will notify OEHS of the fire.
9. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. The Incident Commander will notify and update parents via Blackboard Connect.
12. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
13. If needed, the Logistics Team Leader will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
14. The Incident Commander will initiate a 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 update the school community.

7.12 Food/Beverage/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or beverages served for the various food programs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or beverage supplies, or if notified of possible food contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on MyPLN in course STEPS 417.

Note that the Food Services Division will support with the procedures related to food and beverages that they serve.

Suspected Contamination of Food/Beverage/Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/beverage/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
 - 911
 - School Police (213) 625-6631
 - County Department of Health Services (213) 974-1234
 - Office of Environmental Health and Safety (213) 241-3199
 - Food Services Division (213) 241-2993
 - District Nursing Services (213) 202-7580
 - Local District Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team will assess the need for medical attention and provide medical assistance as appropriate.
5. The Planning and Intelligence Team Leader will maintain a log of affected students and staff and their symptoms, the food/beverage/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 Blackboard Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

The Food Services Division will conduct their own investigation if the contaminated food/beverage originated from the cafeteria. A Quality Control Incident Form is completed by the cafeteria manager and submitted to a Nutrition Specialist at Central Office within 24 hours. He/she reviews the form, notifies the vendor from which the contaminated food/beverage originated, and has a sample of it picked up from the school to undergo laboratory testing. The

lab results take 2-3 working days. If tests show positive for food-borne illness, Food Services reports the findings through iSTAR and to OEHS for direction and follow-up.

For cases involving water contamination, as well as non-cafeteria food and beverage spoilage or contamination, OEHS will support the school with proper protocol.

7.13 Public Health Emergency

A public health emergency involves an infectious disease outbreak or a pandemic which require a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness and then spreads easily person-to-person worldwide. A public health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school. During a suspected public health emergency, the principal or designee will consult with District Nursing Services at (213) 202-7580. Online training about public health emergencies is available on MyPLN in course STEPS 416.

During a large scale public health emergency, the District will mobilize designated staff for a uniform, systemic and comprehensive response. Both District and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. L.A. Unified recognizes the authority of the Los Angeles County Public Health Officer in matters related to a disease outbreak or other Public Health crisis and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally and worldwide, and the outbreak may persist over several months or even years.

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. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, Blackboard Connect messaging, KLCS, official District social media, online town halls or other forums.

In a disease outbreak or pandemic, information materials may include:

- Letters to parents, teachers and staff with instructions and risk communication information as issued by the Public Health Department's Health Officer.
- Brochures, infographics, and other informational materials.
- Frequently Asked Questions (FAQs).

- District webpage, maintained with links and updated information as knowledge evolves about the pandemic.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of an infection by reinforcing basic healthy habits. Follow and promote the below practices and be aware that additional specific measures may be required to address the circumstances of the public health emergency. These practices include:

- Wash hands often. Require that all employees and students wash their hands with soap and water for at least 20 seconds after visiting the restroom or changing diapers/toileting, before and after eating and after handling animals or animal waste. If soap and water are not available, schools can purchase approved sanitizer from the District Warehouse. 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.
- Get Immunized. Immunization can drastically reduce the chance of contracting many diseases.
- Routinely clean and disinfect surfaces. Cleaning with soap and water removes dirt and most microorganisms. Using a disinfectant kills additional disease-causing germs. All common surfaces should be disinfected frequently with an approved product. A list of District-approved products is available through the [LAUSD's Office of Environmental Health and Safety website](#).
- Stay at home if you are ill or have signs or symptoms of an infection. Students who become ill while at school should be sent home as quickly as possible. Note that for some infectious diseases, infected individuals may not present any symptoms or symptom manifestation may be delayed.
- Exclude from all school activities students and staff who are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with noticeable symptoms such as an elevated temperature, cough, runny nose, or other symptoms based on the nature of the infection, should be separated from the general school 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.
- Handle and prepare food properly. Buy and refrigerate perishable foods quickly. Store food properly. Wash hands, kitchen surfaces and utensils while preparing food. Wash raw foods and vegetables.
- Avoid exposure to all blood and other body fluids. Use gloves and routine handwashing.
- Waste Disposal: Schools should carefully dispose of waste. A container lined with a biohazardous bag marked with the international biohazardous symbol is recommended for disposal of a waste containing blood or any bodily fluid spills that may contain blood. These wastes should be double-bagged. If needles, syringes, or lancets are used in the

school setting, arrange for an appropriate sharps container. The container must have the proper sharp waste label attached. Place intact needles and syringes in the designated sharps container. Do not bend or break needles. Do not recap needles. Contact Nursing Services for directions about disposal of these types of contaminated materials.

To assist in the planning process, schools can use the Continuity of Service Form. Once the template has been filled out for all critical employees, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of Service. The District is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers. It must develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms). Each school (and all District offices) should have a Continuity of Service Plan in place and begin any necessary cross-training or information exchange in preparation for any possible pandemic, including influenza. The District Continuity of Service Plan template for schools can be accessed here: [Essential Functions for Continuity of Service at School](#).

Activate the school's Continuity of Service Plan in the event of a wide-scale or pandemic illness, as critical school employees could be absent for days, weeks, or months, while others may work remotely. Such a reduction in available staff may challenge the continuity of school operations and services because there may not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal, as well as how school operations will change with the if learning and working remotely. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be completed when those employees are absent. School sites should have at least two people to fill in for missing critical co-workers.

Once the school's Continuity of Service Plan has been completed/updated for all critical employees, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of instruction. During major health emergencies, students may be absent for weeks or even longer periods of time. School dismissal, closures or capacity limitations are possible mitigation strategies which may be implemented to lower the risk of infection. In the event that there is a closure of a classroom or a school, each school should follow its Continuity of Service Plan, which should address how the school will provide students with learning activities during the period of closure. Activities could include, but are not limited to: digital learning and other online resources, reading and written assignments, workbook and worksheet assignments. Schools should ensure that students have the necessary technological resources to promote educational equity.

The Division of Instruction (DOI) will establish alternate modes of learning in the event of a large-scale learning disruption to the District. DOI will provide direction and information to administrators and facilitate the alternate learning process.

Instruction may need to be provided remotely and/or online. Schools and teachers 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. Schools should ensure that students have necessary instructional materials and appropriate access to technology. Lesson methods may include the following:

- Using online learning tools and online classroom applications
- Allowing students to take home school books and class materials
- Posting lesson on school websites with materials
- Using Blackboard Connect telephone messages to homes
- Using KLCS Channel 58 programming
- Using other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school, if safe to do so

As the potential for infection decreases, the District may institute a hybrid learning model which combines students attending school in person, with others learn remotely. There may be additional strategies for the community and workplace that include placing limits and/or canceling large public gatherings (e.g., athletic competitions) or altering work environments or schedules (e.g., staggered office work schedules or telecommuting). School administrators and employees should be prepared for these possibilities.

Reopening. Based on Public Health guidance, information analyzed by the District, ongoing reviews of the situation and discussions with local-level districts, when the risk subsides, the District will implement a partial, incremental or total return to normal operations. Any such decisions will be communicated to and coordinated with impacted local-level districts who will then communicate with school sites.

The District will work with local-level offices to provide guidance to schools such as: campus cleaning and other pandemic- related safety procedures; student academic assessment, academic intervention, and grading; mental health services for students and employees; assessing students with disabilities in reviewing, revising, or creating IEPs; remediation, if the school was used for emergency operations; and accounting for students who do not return to school.

Considerations for Emergency Preparedness

Based on the nature, scale and duration of the pandemic, as well as whether any in-person instruction is/may be taking place, school administrators should plan for a potential need to address the following, as applicable:

- Drills - schools are expected to conduct all required emergency drills with each campus cohort during hybrid learning. Schools that have groups of students rotating through

campus will need to hold drills for each schedule. Drill frequency table is available at <http://achieve.lausd.net/drills>.

- Submit emergency drill evaluations separately for each cohort.
- Conduct ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plan for handwashing during disasters or during a loss of water on campus. Identify any outdoor handwashing stations that may be used during a disaster.
- Evaluate the designated outdoor isolation and/or quarantine areas for potential use for the same purpose during emergencies requiring evacuation. Consider: distance from buildings (building damage/rubble), reasonable distance from assembly area, line of sight (preferable), and communication between areas. If the existing areas are not suitable, identify isolation and quarantine areas near the assembly area for any students or employees who present symptoms and need to be isolated or quarantined. Assign staff to monitor these areas as needed.
- Identify alternate indoor spaces to use during lockdowns and shelter-in-place incidents/drills for each outdoor isolation and quarantine area and for outdoor classrooms, if any.
- Evaluate current assembly area and determine potential need to redefine or expand it to accommodate appropriate physical distancing; if necessary, establish a larger assembly area that will allow for proper social distancing.
- Establish the expectation that teachers should bring classroom hand sanitizer when evacuating.
- Inventory current emergency supplies and evaluate supply needs in classrooms, offices, and the emergency bin including those specifically needed due to the nature of the outbreak/pandemic including for any parents/guardians at the request/reunion gates.
- Ensure that all staff are aware of and practice revised emergency procedures.
- Discuss changed/additional emergency actions during professional development and parent meetings.
- Consider communications, such as through Blackboard Connect, to share key details of the modified emergency plan with parents/guardians, including expectations at the request and reunion gates.
- Review with students the additional emergency actions they will need to take. If these measures are new to the emergency response process, teachers and support staff should monitor and support students as they follow these protocols to facilitate proper implementation

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages. Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing

with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. In the event that LACDPH asks to use schools as PODs, Emergency Services and the Local District will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following depending on the nature and scale of an outbreak/pandemic:

- Data on the numbers of students who are ill with a given disease may need to be collected and submitted.
- LACDPH may visit schools to observe the implementation of Health Officer Orders and guidelines.

The District may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine District absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

7.14 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

These procedures should be followed by the designated schools near the ocean or on field trips to or near the beach or when a distant or local event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a tsunami annex. All the identified schools have been issued weather alert radios that are managed by NOAA (National Oceanic and Atmospheric Administration). Information is available in the LAUSD [REF-5435 NOAA Weather Radio All-Hazards Alerts](#).

Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, Evacuate Building, or Relocation. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or Public Information Officer will monitor local news outlets for information such as evacuation notices and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone will have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination should be to land that is at least 100 feet above sea level. Evacuees should stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.
4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police at (213) 625-6631 and the LD Administrator of Operations and/or Operations Coordinator of the incident. LD staff will inform the Office of Communications of the situation.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR on the incident.
8. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.15 Utility Failure

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

7.15.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.

4. The Incident Commander will notify the Area Maintenance and Operations (during business hours) or School Police at (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via Blackboard Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.15.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush.” Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.
3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption. Details are available in the [REF-5451 School Site Emergency/Disaster Supplies](#).

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see the [REF-1909 Procedures for Fire Protection Systems](#). The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

- Los Angeles City Fire Department (Valley) (818) 347-1110
- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

7.15.2 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom

emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. In the event of a power outage, the fax line will still work, and schools should keep a single-line handset that can be plugged into this line during a loss of utilities. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.
3. **School Two-Way Radios** - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.

Every semester, schools test their ability to communicate with other schools to report their status during emergencies. Schools are identified as either reporting, base or directly contacted schools which determines how the school will participate in the radio test and how they will communicate during actual emergencies. More information, including the radio tree, is available at: achieve.lausd.net/radiounit. During a disaster, the District will use this system to compile damage and injury assessments from schools. Schools should be very familiar with the radio tree and participate in the radio test each semester. More information regarding the biannual Districtwide radio test is available in Section 4.4.6.

Cell phones, text messages, and public address systems and bullhorns can supplement two-way radio communications.

- 4 **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should immediately contact the Office of Emergency Services at 213-241-5337.
- 5 **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see [REF-1909 Procedures for Fire Protection Systems](#). The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department, and alert and evacuate the building occupants.

The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

- Los Angeles City Fire Department (Valley) (818) 347-1110
- Los Angeles City Fire Department (Los Angeles) (213) 978-3660
- Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they abided the Fire Code.

- 6 **Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch or other meals provided at school, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

Plan for a Loss of Water:

Toilets: Stations with buckets and privacy screens.

Drinking Water: Alternative drinking water stored in barrels with preservative.

Food Service: Water from barrels as needed.

Fire Suppression System (if applicable): Fire extinguishers/fire hydrants if usable.

Plan for a Loss of Electricity:

Ventilation: Not necessary during evacuation procedures.

Electric Lights: Battery-operated emergency lighting system for evacuation in high school and auditorium. N/A in middle school main building.

Plan for a Loss of Natural Gas:

Food Service: No alternative for heat source/ provide dry goods and fruits/vegetables as available

Plan for a Loss of Communication:

Telephone Service: Two-way Radios

Intercom: Bull horns/megaphones as available - add'l portable sound system(s)

7.16 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in [REF-5706 School Procedures During Inclement Weather](#), [REF-5435 NOAA Weather Radio All-Hazards Alerts](#), and [BUL-963 Guidelines for Preventing Heat Stress](#).

7.16.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency actions which may include Indoor Activity Schedule, Shelter in Place, Evacuate Building, or Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an off-site evacuation even if the school itself is relatively unaffected.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
8. The Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
11. The Incident Commander will notify and update parents via Blackboard Connect.
12. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including [earthquakes](#), [storms](#), [fire](#), and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and move activities indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles). Caution should be taken in areas where pop-up canopies, tree branches or other objects may become airborne and exposed to wind damage. Students and staff should be kept away from these areas while high winds are present.

7.16.3 Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest

floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency function, Shelter in Place.
2. The Incident Commander makes the following announcement over the PA system or an alternate method of communication: "Your attention please. We are implementing an Shelter in Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."
3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the LD Administrator of Operations and/or Operations Coordinator of the emergency situation. LD personnel will call the Office of Communications with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students, and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open an iSTAR report on the incident.
10. The Incident Commander will notify and update parents via Blackboard Connect.
11. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.4 Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. Details are available in [BUL-963 Guidelines for Preventing Heat Stress](#). A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors with air conditioning when possible. Shade should be made available in outdoor areas.
- Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
 - Students with history of previous heat illness
 - Students with current illnesses and/or health sensitive medical conditions
 - Students who have experienced recent injuries

7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the [REF-5435 NOAA Weather Radio All-Hazards Alerts](#) and at <http://achieve.lausd.net/noaa>.

Watch - when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead-time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the ISSP and confirm staff assignments for emergency positions
- Consider if field trips and extracurricular activities should be adjusted/cancelled
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the ISSP
- Check emergency supplies
- Consider if extracurricular activities, field trips, and after-school programs should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm's way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a Blackboard Connect message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

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

8. Appendices

Contacts

NAME	PHONE
Air Quality Management District	(909) 396-2000
American Red Cross Public Information	(310) 445-9900
Animal Services – L.A. City	(888) 452-7381
Blackboard Connect Client Care	(866) 435-7684
Building Inspection – L.A. City	(888) 524-2845
Bus Dispatch - LAUSD	(213) 580-2900
Cal Trans Road Closures	(800) 427-7623
California Highway Patrol	(800) 835-5347
Department of Mental Health ACCESS – L.A. County	(800) 854-7771
Department of Public Health – L.A. County	(213) 240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	(213) 485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	(818) 752-5100
Department of Water and Power (DWP) – L.A. City	(800) 342-5397
District Nursing - LAUSD	(213) 202-7580
Division of District Operations - LAUSD	(213) 241-5337
Fire and Medical Emergencies	911
Health Services – L.A. County	(800) 427-8700
Information Line - L.A. City	311
Information Line – L.A. County	211
LASPD School Police Watch Commander - LAUSD	(213) 625-6631
Local District Central - LAUSD	(213) 241-0167
Local District East - LAUSD	(323) 224-3100
Local District NorthEast - LAUSD	(818) 252-5200
Local District NorthWest - LAUSD	(818) 654-3670
Local District South - LAUSD	(310) 354-3400
Local District West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Services - LAUSD	(213) 241-5337
Office of Environmental Health & Safety - LAUSD	(213) 241-3199
Park Rangers Hotline – L.A. City	(323) 644-6661
Recreation and Parks – L.A. City	(213) 978-4670
Sanitation: Refuse Collection – L.A. City	(800) 773-2489

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Sanitation: Sewer – L.A. City	(213) 485-7575
Sanitation: Storm Drain/Stormwater Hotline L.A. City	(800) 974-9794
School Mental Health - LAUSD	(213) 241-3841
Sewer Maintenance – L.A. County (Non-L.A. City)	(800) 675-4357
Southern California Edison - Non-L.A. City	(800) 611-1911
Southern California Gas Company	(800) 427-2200
Storm Damage/Mud Slide Reports – L.A. City	311
Street Lighting – L.A. City	311
Student Health and Human Services- LAUSD	(213) 241-3840
Student Medical Services - LAUSD	(213) 202-7584

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and employees in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	MERRITT, PATRICIA	(818) 947-2104
Assistant Principal 1	MORENO-LEE, ESTELA	(818) 947-3423
Assistant Principal 2	BERMAN, JANE	(818) 947-2104
Assistant Principal 3	GREENBAUM, MARK	(818) 947-2105
Assistant Principal 4		
Administrator Assistant	MALDONADO, VANESSA	(818) 947-2103
Cafeteria Manager	BAHENA, GABRIELA	(818) 947-2155
Financial Manager	TRUONG, KEAN	(818) 947-2115
Plant Manager	PORTER, MICHAEL	(818) 947-2154
Custodian	FLUKERS, PAMELA	(818) 947-2154
Custodian Closest to Site	FLUKERS, PAMELA	(818) 947-2154
First Person on Campus in AM	PORTER, MICHAEL	(818) 947-2154
Last Person on Campus in PM	FLUKERS, PAMELA	(818) 947-2154

Charter School Emergency Contacts Chart - LASHON ACADEMY

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and employees in the event of an emergency:

Title/Role	Name	Work Number
Principal	MERRITT, PATRICIA	(818) 947-2104
Assistant Principal 1	GREENBAUM, MARK	(818) 947-2105
Assistant Principal 2		
Administrator Assistant	MALDONADO, VANESSA	(818) 947-2103
Financial Manager		
School Nurse or Contact for On-Site Health Emergencies		
First person on campus in AM	PORTER, MICHAEL	(818) 947-2154
Last person on campus in PM	AGUILERA, JUVENCIO	(818) 348-4741

LAUSD Disaster Supply Inventory

Kit	# in Bin	Required Quantity		Commodity Code
Disaster Emergency First Aid Kit		1 per every 400 students		3453248292
Disaster First Aid Kit Itemized List	# in Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment*		3 box (25 ea/box)	yes	
Antacid/Nausea/Diarrhea Tablets, Bismuth Subsalicylate*		3 box (30 ea/box)	yes	
Antiseptic Wipes*		1 box (100 per box)	yes	
Aspirin Tablets*		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets*		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner 4oz Waterless*		2 each	yes	4357038040
Cold Pack*		1 pkg (16 ea/pkg)	yes	4750954200
Saline Solution*		2 bot (500 ml bot)	yes	
Petroleum Jelly*		1 pkg (3 ea/pkg)	yes	1751341305
Diphenhydramine Tablets*		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets*		1 pkg (20 ea/pkg)	n/a	
Cotton Tip Applicators		1 pkg (100/pkg)	n/a	4752711099
Adhesive Bandage		2 box (100 ea/box)	n/a	4750904064
Butterfly Closure, Large		1 box (100 per box)	n/a	4750905080
Elastic Bandage 2"x4.5 yds		3 rolls	n/a	4750917057
Elastic Bandage 3"x4.5 yds		3 rolls	n/a	4759017060
Triangular Bandage		1 pkg (4 ea/pkg)	n/a	4750943698
Emesis Basin		2 each	n/a	
Mylar Emergency Blanket		12 each	n/a	3453025575
Drinking Cup		1 pkg (100 ea/pkg)	n/a	6405008404
Gauze Bandage, 2"x6 yds		5 pkg (2 ea/pkg)	n/a	4750922687
Gauze Bandage, 3"x5 yds		1 pkg (12 ea/pkg)	n/a	4750909060
Gauze Pad 4x4		2 box (100 ea/box)	n/a	4750969380
Gauze Pad 8x10		1 pkg (20 ea/pkg)	n/a	4750969480
#2 Safety Pins		1 pkg (48 ea/pkg)	n/a	4756721603
Water Pitcher w/ Lid		1 each	n/a	
Sanitary Napkin		1 pkg (6 ea/pkg)	n/a	4858247140
Bandage Scissor		1 each	n/a	4652362115

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Utility EMT Scissor		1 each	n/a	4652362120
Arm Splint		1 pkg (6 ea/pkg)	n/a	4658841130
Clear Surgical Tape		1 pkg (2 ea/pkg)	n/a	
Cloth Adhesive Tape		1 pkg (4 ea/pkg)	n/a	
Forehead Thermometer		1 pkg (5 ea/pkg)	n/a	4758568050
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Tongue Depressors		1 pkg (6 ea/pkg)	n/a	4756716180
Paper Towels		1 roll (100 sheets)	n/a	6407580425
Tourniquet		1 each	n/a	
Tweezer		1 each	n/a	4659230330
Grease Pencil, Black		1 each	n/a	6207037030
Plastic Sheet		1 each	n/a	
Washbasin		1 each	n/a	
Security Ties		1 pkg (6 ea/pkg)	n/a	
Bio-hazard Waste Bag		1 each (10 gallon)	n/a	
Vinyl Powdered Gloves – Medium		1 box (100/box)	n/a	4754147079
Non-latex Disposable Exam Gloves		1 box (100/box)	n/a	4754147119
CPR 1-Way Valve Face Shields		2 each	n/a	3451051570
Cardboard Folding Leg Splints		1 pkg (6 ea/pkg)	n/a	4658841140
Eye Pads		1 pkg (8 ea/pkg)	n/a	
Dental Floss		1 spool	n/a	
Multi Trauma Dressing		1 pkg (2 rolls/pkg)	n/a	4750969530
Triage Tags		1 pkg (50/pkg)	n/a	9661226135
First Aid Flip Chart		1 each	n/a	9661278998
Flashlight		2 each	n/a	4503211380
Batteries For Flashlight		4 each	yes	4500611040
Goggles		2 each	n/a	3456460080
Storage Case w/ wheels & handles labeled "LAUSD Emergency First Aid Kit"		1 each	n/a	

* Items available in Replacement Kit

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Kit	# in Bin	Required Quantity		Commodity Code
Replacement Kit for Expiring Items in Disaster First Aid Kit		1 per every Disaster First Aid Kit (as needed)		3453248271
Replacement Kit Itemized List	# in Bin ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment		1 pkg (75ea/pkg)	yes	
Antacid/Nausea/Diarrhea Tablets		3 pkg (30/pkg)	yes	
Antiseptic Wipes		1 box (100 per box)	yes	
Aspirin Tablets		1 box (50 pk/2 ea/pkg)	yes	
Non-Aspirin Tablets		1 box (125 pk/2 ea/pkg)	yes	
Hand Cleaner Waterless		2 each	yes	
Cold Pack		1 pkg (16 ea/pkg)	yes	
Saline Solution		2 bot (500ml bot)	yes	
Petroleum Jelly		1 pkg (3 ea/pkg)	yes	
Diphenhydramine Tablets		1 pkg (50 ea/pkg)	yes	
Hard Candy Glucose Tablets		1 pkg (20 ea/pkg)	yes	

Additional First Aid Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration date	Commodity Code
Vinyl Powdered Gloves –Small		as needed	n/a	4751470598
Vinyl Powdered Gloves – Medium		as needed	n/a	4754147079
Vinyl Powdered Gloves - Large		as needed	n/a	4754147119
Vinyl Powdered Gloves – Extra Large		as needed	n/a	4754147138
Vinyl Powder Free Gloves – Small		as needed	n/a	4754147302
Vinyl Powder Free Gloves - Medium		as needed	n/a	4754147303
Vinyl Powder Free Gloves – Large		as needed	n/a	4754147304
Vinyl Powder Free Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallon	replace annually	5052538151
Cervical collar set, assorted sizes		as needed	n/a	
Triangular Bandage		as needed	n/a	4750943698
Mylar Emergency Blankets		as needed	n/a	3453025575
Bandage Scissors		as needed	n/a	
Cotton Applicators (Swabs)		1 box (1,000)	n/a	4752711099
Tongue Depressors		as needed	n/a	
Hand Sanitizer		2 bot (60 oz)		4357038045
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

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Kit	# in Bin	Required Quantity		Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team		3453248278
Search and Rescue Kit Itemized List	# in Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Hard Hat, Yellow*		4 each	n/a	3455639420
Safety Vest, Vinyl, Orange*		4 each	n/a	
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211380
Dust Mask*		4 each	n/a	3457251110
Safety Goggles*		4 each	n/a	3456460050
Whistle with Lanyard*		4 each	n/a	6806290200
Triage Tag		1 pack (50/pack)	n/a	9661226135
Water Pouch		24 each	n/a	
Batteries, D Size		2 each	yes	4500611040
Grove Joint Plier		1 each	n/a	4455254120
Linesman Plier		1 each	n/a	4455248158
Pry Bar		1 each	n/a	4453820052
Folding Saw		1 each	n/a	
Bolt Cutter		1 each	n/a	
Sledge Hammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Infectious Waste Bag		4 each	n/a	
Folding Shovel		1 each	n/a	
Anglehead Flashlight		1 each	n/a	
Screwdriver, Slotted Tip		1 each	n/a	4456465589
Screwdriver, Phillips		1 each	n/a	4456461270
Hand Axe, Wood Handle		1 each	n/a	
Utility Knife		1 each	n/a	4454248214
First Aid Kit Includes:		1 Kit	n/a	
Sterile Gauze Pad		10 each	n/a	4750969380
Sterile Gauze		1 roll	n/a	4750922687
Cloth Tape		1 roll	n/a	4750984100
EMT Shears		1 each	n/a	4652362120
Sterile ABD Pads		5 each	n/a	
Mylar Emergency Blanket		1 each	n/a	3453025575

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Fanny Pack		1 each	n/a	
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*Items are one per team member

Additional Search and Rescue Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Stretcher		1 per S+R Team	n/a	4701078050
Duct Tape		at least 4 rolls	n/a	8322409077
Rope		at least 4	n/a	4502457032
Extra Batteries, D Size		as needed	yes	4500611040

Water Supplies				
Item	# in Bin ✓	Required Quantity	Expiration Date	Commodity Code
4 oz. Cups		4 + cups per person	n/a	6405008404
Collapsible Water Carriers		1 + per grade level	n/a	4508723300
Pump		2 or more	n/a	7200620055
Water Barrel; 55 Gallon		1.5 gallon x #students/staff ÷55	n/a	1004570546
Bleach		1 gallon	replace annually	5052538151
Measuring Spoons (for bleach in water barrels)		2 sets	n/a	2409186065

Basic Sanitation Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
5-Gallon Utility Bucket		1 per every 30 students	n/a	3453248353
Emergency Toilet Seat		1 per every 30 students	n/a	3453248352

Additional Sanitation Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Plastic Bags - Liners			n/a	6652452120
Toilet Paper			n/a	6407556175
Sanitary Napkins			n/a	4858247140

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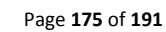
Privacy Screen		1 per toilet	n/a	1557050015
Absorbent			n/a	4857450670
Waterless Hand Cleaner			n/a	4357038045
Deodorizer			n/a	4854214150

Additional General Disaster Supplies				
Item	# in Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	
Can opener		As needed	n/a	
Clipboards		As needed	n/a	
Paper plates		As needed	n/a	
Plastic utensils		As needed	n/a	

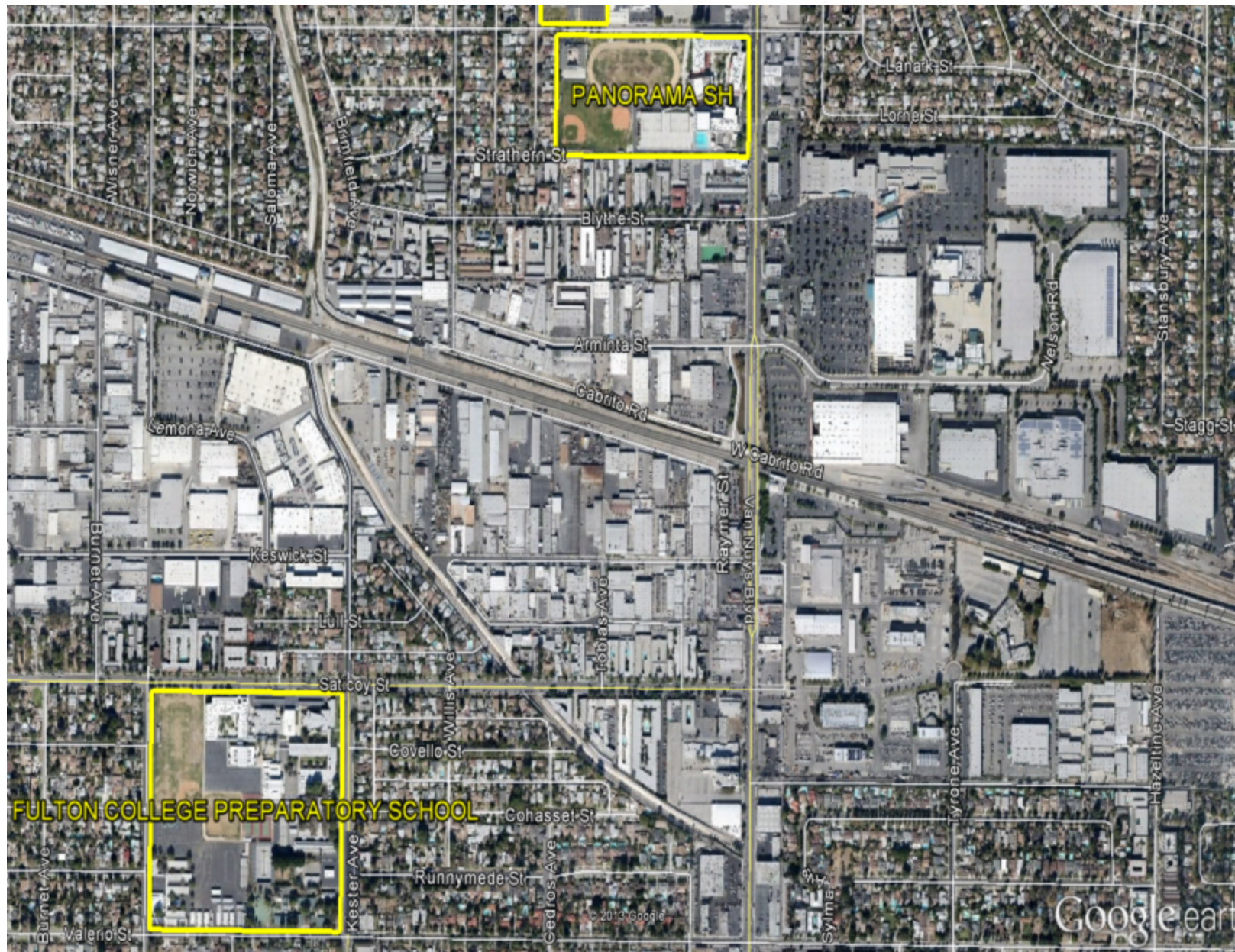
Maps

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ROBERT FULTON COLLEGE PREPARATORY SCHOOL Integrated Safe School Plan



8. Appendices



Primary Off-Site Assembly Location:

Primary Address: 8015 Van Nuys Blvd, Panorama City, CA, 91402, USA

Primary Contact: J. Nardulli Primary Phone #: (818) 919-4500

Backup Off-Site Assembly Location:

Backup Address: 6535 Cedros Ave, Van Nuys, CA, 91411, USA

Backup Contact: MERRITT, PATRICIA Backup Phone #: (818) 778-6800

ICS Definitions for Schools

Incident Commander – responsible for directing emergency operations

Public Information Officer (PIO) – Official spokesperson for an incident

Agency Liaison – coordinates with outside agencies

Safety Coordinator – ensures that emergency operations are conducted safely

Operations Section Chief - responsible for managing all tactical operations at an incident

Planning Section Chief - responsible for collecting and evaluating information

Logistics Section Chief - provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services

Finance/Administration Section Chief - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage – ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance

Security/Utilities – ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat – extinguishes fires and evaluates chemical spills

Request Gate – processes requests for student pick-up

Reunion Gate – reunites students and parents at Reunion Gate

Search and Rescue – performs search and rescue operations

Assembly Area – ensures safe evacuation and accounting for all students, staff and visitors

School Site Crisis – provides psychological/emotional support for students and staff

Supply/Equipment - ensures adequate equipment and supplies

Documentation – maintains emergency log

Communication – analyzes situation and updates Incident Commander

Forms

EMERGENCY HAZARD ASSESSMENT SUMMARY

School	_____	Location Code	_____
Name	_____	Position	_____
Date	_____		

On-Site Hazard:

[List any unusual on-site hazards that are unique to the school, e.g., underground storage tanks, gas pipelines, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

8. Appendices

BOMB THREAT REPORT

School _____ Location Code _____

Date of Call _____ Time of Call _____

Person Receiving Call _____

I. REPORT OF PERSON RECEIVING CALL				
A. Ask the caller the following questions.				
Where is the bomb (building, location)?				
What time is it set to go off?				
What kind of bomb is it? What does it look like?				
Who set the bomb? Why was the bomb set?				
What is your name?				
How old are you?				
Where do you live?				
B. Evaluate the voice of the caller, and check the appropriate spaces below:				
<input type="checkbox"/>	Male	<input type="checkbox"/>	Intoxicated	
<input type="checkbox"/>	Female	<input type="checkbox"/>	Speech Impediment	
<input type="checkbox"/>	Child	<input type="checkbox"/>	Special Ethnic Characteristics	
Age (Approx.)		Other		
C. Listen for any background noise. (Check appropriate spaces below, if applicable.):				
<input type="checkbox"/>	Music	<input type="checkbox"/>	Babies or children	<input type="checkbox"/> Airplane
<input type="checkbox"/>	Conversation	<input type="checkbox"/>	Cars/trucks	<input type="checkbox"/> Other
<input type="checkbox"/>	Typing	<input type="checkbox"/>	Machine noise	
II. REPORT BY PRINCIPAL				
A. The police were contacted by (Name of person) _____				
Date			Time	
Police personnel taking call				
Officer responding to call				
B. Was a search made for the bomb? <input type="checkbox"/> Yes <input type="checkbox"/> No				
If "yes," give details regarding search				
C. Was an evacuation conducted? <input type="checkbox"/> Yes <input type="checkbox"/> No				
If "yes," indicate buildings or areas evacuated.				
D. Remarks:				

This form shall be completed in duplicate (submit original to LASPD and copy for school files).

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INJURY REPORT

School

Room Number

Teacher's Name _____

Date _____

[illegible]

8. Appendices

MISSING PERSONS REPORT

School _____

Room Number _____

Teacher's Name _____

Date _____

[illegible]

STUDENT RELEASE LOG

NOTE: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School _____

Date _____

STUDENT'S NAME	RELEASE TIME	NAME OF PERSON RELEASED TO	ADULT SIGNATURE

[Note: Maintain the original in the emergency document file.]

SCHOOL/SITE PRELIMINARY DAMAGE REPORT (PDR)

(Use this form to report your status to the Local District when the online

[School Emergency Status Report](#) site is down.)

School/Site:					Location Code:					
Date:		Time:		Person in Charge:						
Contact information (How the school can be reached for additional information):										
Please answer the following:										
Number of deaths	# of Students		# of Staff		None					
Number of injuries	# of Students		# of Staff		None					
How many buildings at your site are visibly damaged?										
Describe the type and extent of damage you observe:										
Summarize emergency response actions already taken:										
Do you have the following capabilities?										
Power	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Landline Phone	Contact #	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Water	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Cellular Phone	Contact #	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Natural Gas	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Two-way Radio		<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
Location of evacuated students										
List critical issues on site										
List other issues										
List assistance requested										

EMERGENCY DRILL EVALUATION WORKSHEET

All emergency drill evaluations must be submitted at <http://emergencydrills.lausd.net>. Schools are expected to submit an evaluation after each emergency drill and radio test. **For best results, complete the emergency drill evaluation online using a cell phone during the drill.** Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet or cell phone.

Questions with an * require a response.

School*

Today's Date*

First Name*

Last Name*

Email Address*

(use lausd.net)

1) Drill Type*

- ☐ fire
- ☐ earthquake
- ☐ lockdown
- ☐ shelter in place
- ☐ take cover

2) Select One*

- ☐ new drill submission
- ☐ drill resubmission
- ☐ actual emergency

3) Date Conducted*

4) Time Started *

5) Time Completed (including accounting for everyone)*

6) Alert Type*

- ☐ bell/tone
- ☐ PA system
- ☐ megaphone
- ☐ whistle
- ☐ other

7) How many minutes did evacuation take? If no evacuation, respond "0."*

8) Did everyone on campus participate?*

- ☐ yes
- ☐ no

9) If parents/guardians participated, what were their roles?

10) How were parents/guardians notified about the drill?*

Letter Sent Home		Blackboard Connect		Newsletter		Other:
Sign at Marquee/Entrance		School Website/Calendar		No Notification		

11) Was an Incident Command Post established?*

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

13) How was the school's Integrated Safe School Plan (ISSP) used for the drill?* (Mark all that apply)

- ☐ during the planning of the drill
- ☐ during the execution of the drill
- ☐ after the drill
- ☐ did not use the ISSP

14) Comments regarding the ISSP

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*	5	b) Employee performance of emergency duties and procedures*	5	c) Emergency team(s) performance of duties*	5	d) Accounting for everyone*	5	e) Alert system*	5
	4		4		4		4		4
	3		3		3		3		3
	2		2		2		2		2
	1		1		1		1		1
	n/a		n/a		n/a		n/a		n/a

16) Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?*

- ☐ Yes
- ☐ No

17) List the top lesson learned from this drill and how it will be addressed.

18) What District training support would improve emergency drills and/or preparedness?

A drill certificate of completion will be emailed upon submitting this evaluation online. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill log book for proof of compliance during inspections. Questions can be directed to emergencyservices@lausd.net or 213-241-5337.

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School _____ Location Code _____

Location of Release _____

Name _____ Position _____

Date _____

	Check when complete	Notes
Have unexposed students, staff and others been evacuated from area of contamination?		
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?		
Have all students and staff been accounted for?		
Has the area of contamination been cordoned off and secured?		
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?		
Have the doors and windows to the area of contamination been closed and locked?		
Have fans and ventilation systems serving the area of contamination been turned off?		
Has the Office of Environmental Health & Safety (Phone # 213-241-3199) been notified?		

NOTE: Used to account for anyone not found on student/staff rosters

[illegible]

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.