



Comprehensive School Safety Plan

CSSP

2025-2026

<https://lashonacademy.org/>

Board Approved: August 27, 2025

For questions about this plan, please contact
info@lashonacademy.org

This document is available for public inspection during regular school business hours at the main office.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet. (CDE has advised that the Public Inspection form of this report is subject to the California Public Records Act. As such, districts confer with legal counsel to develop procedures for complying with requests for copies of the plan.)

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Overview

California *Education Code (EC)* Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In a school district with fewer than 2,501 units of average daily attendance, there may be one CSSP for all schools within the district.

The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

For additional information on school safety programs, policies or procedures and how you may become involved locally, please contact info@lashonacademy.org.

General School Information

School Profile

The Lashon Academy mission is to prepare culturally diverse K-8 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence and utilizing research-based instructional approaches in a modern Hebrew and service learning integrated environment.

Lashon Academy operates two schools: Lashon Academy Valley and Lashon Academy City (collectively referred to in this Handbook as “Lashon,” “Lashon Academy,” “the school,” or “the Charter School”) Lashon strongly encourages all parents and students to review the Lashon Academy Charters approved by the Los Angeles County Office of Education (LACOE). The charters describe in great detail the promises the School has made to be an excellent school that serves students, in exchange for the authority to operate independently from LAUSD, and how Lashon Academy will meet students’ academic, social, and emotional needs. The charters can be located on our website.

Vision: The Lashon Academy vision is to create a school where children of all backgrounds and abilities together will learn, achieve and become productive members of the world community. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning.

We Believe:

- That education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community.
- That all children can achieve:
- The development of proficiency in multiple languages enhances students' cognitive development and academic achievement; and
- That the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one's community are critical to the development of tomorrow's leaders.

The meaning of Lashon holds great importance in the development of language and the power of its use. Lashon Academy Charter School will instill in their students the understanding that speech, or words are very powerful and have a decisive impact on our lives. Lashon Academy places a high value on academic excellence, communication in multiple languages, and community service. We emphasize respect for all people and guide our students towards mutual understanding and respect for others. Through service learning, all students are instilled with a sense of their social responsibility and efficacy.

At Lashon Academy, we accept the charge to help every student of our school achieve at their highest capacity in academics and to grow as citizens in a multicultural society. Lashon Academy realizes its mission by creating an environment of achievement, respect and accountability.

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Safe School Mission

Lashon Academy Charter is dedicated to providing students, staff and guests a safe and secure campus where they are free from physical and psychological harm. The administration and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

Safety Planning Committee

Members

Administrator: Maria Gennaro

Teacher:

Parent: Sheryl Basa

Student Support: Amber Cox

Classified Employee: Raisa Ramirez

Agency Consultations

Law Enforcement: Joe Lona, LAPD Valley Traffic Division

Fire Department: Pending

Meeting Dates

February 20, 2025

SSC/DELAC Meeting- March 6, 2025

Annual Staff Training

All employees are required to receive annual training on the Comprehensive School Safety Plan and must provide proof of completion within the first six (6) weeks of each school year (normally in August) and new staff are trained within the first two (2) weeks of start of employment.

Description of School Facilities

Lashon Academy Valley

TK-6th grade- Co-located with Fulton College Prep

The campus is co-located at Robert Fulton College Preparatory School, a LAUSD campus, through the Proposition 39 process. Visitors are required to sign in at the Lashon office before entering the campus. The address is 7477 Kester Avenue, Van Nuys, CA 91405. Lashon Academy has shared use of the other campus facilities such as restrooms, playground space,

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etc. Since this is an LAUSD co-located campus, the Lashon Academy site administration and Director of Business and Operations collaborate with LAUSD site administration in regards to aligning the scheduled disaster drills and aspects of LAUSD ISSP with this plan. For all safety planning purposes, Lashon Academy site administration meets on a regular basis with LAUSD site administration. In addition, since this is an LAUSD co-located site, Lashon Academy utilizes the emergency supplies of the LAUSD site, except for what is necessary in the classrooms and main office.

6th-8th grade- Co-located with Valerio Street Elementary School

The campus is co-located at Valerio Street Elementary School, a LAUSD campus, through the Proposition 39 process. Visitors are required to sign in at the Lashon office before entering the campus. The address is 14995 Valerio Street, Van Nuys, CA 91405. Lashon Academy has shared use of the other campus facilities such as restrooms, playground space, etc. Since this is an LAUSD co-located campus, the Lashon Academy site administration and Director of Business and Operations collaborate with LAUSD site administration in regards to aligning the

scheduled disaster drills and aspects of LAUSD ISSP with this plan. For all safety planning purposes, Lashon Academy site administration meets on a regular basis with LAUSD site administration. In addition, since this is an LAUSD co-located site, Lashon Academy utilizes the emergency supplies of the LAUSD site, except for what is necessary in the classrooms and main office.

Valley Village- ETK-1

The campus is a leased property from Temple Beth Hillel. Visitors are required to go through security and sign in at the Lashon office before entering the campus. The address is 12326 Riverside Dr., Valley Village, CA 91607. Lashon Academy has shared use of the other campus facilities such as restrooms, playground space, etc. Since this is a private lease campus, the Lashon Academy site administration and Director of Business and Operations plan and complete all scheduled disaster drills and aspects of this plan. For all safety planning purposes, Lashon Academy site administration meets on a regular basis to continually re-evaluate procedures.

Lashon Academy City

The campus is co-located at Sixth Avenue Elementary School, a LAUSD campus, through the Proposition 39 process. Visitors are required to sign in at the Lashon office before entering the campus. The address is 3186 7th Avenue, Los Angeles, CA 90018. Lashon Academy has shared use of the other campus facilities such as restrooms, playground space, etc. Since this is an LAUSD co-located campus, the Lashon Academy site administration and Director of Business and Operations collaborate with LAUSD site administration in regards to aligning the scheduled disaster drills and aspects of LAUSD ISSP with this plan. For all safety planning purposes, Lashon Academy site administration meets on a regular basis with LAUSD site administration. In addition, since this is an LAUSD co-located site, Lashon Academy utilizes the emergency supplies of the LAUSD site, except for what is necessary in the classrooms and main office.

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Safe School Reports

School Crime Status/Survey Results

Lashon Academy does not experience high incidents of crime on campus or during school-related functions. There are no known safety hazards on any site or nearby at this time.

Family Survey	
Barriers to Engagement	
School Climate	
School Safety	

Staff Survey	
School Climate	
Teacher Survey	
School Climate	
Students (3-5) Survey	
School Climate	
Students (6-8) Survey	
School Safety	

Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff and visitors are provided a safe and secure environment.

2024-2025 Safe School Needs Assessment

Assure a Safe Physical Environment by drafting and implementing the Comprehensive School Safety Plan and creating the School Safety Committee.

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2025-2026 Safe School Action Plans

Action Step #1

Objective: School Safety Committee 2025-2026 Meeting Dates

Person(s) Responsible: Maria Gennaro

Timeline for Implementation: August 2025

Action Step #2

Objective: Review CCSP

Person(s) Responsible: Maria Gennaro

Timeline for Implementation: July 2025

Action Step #3

Objective: Confer with Fire Department

Person(s) Responsible: Maria Gennaro

Timeline for Implementation: July 2025

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Child Abuse Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his/her/their professional capacity or within the scope of his/her/their employment whom he/she/they knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone (800-540-4000) and to submit a report (see Suspect Child Abuse Report template below) online at <https://mandreptla.org/> as soon as practical but not to exceed thirty six (36) hours of receiving the information concerning the incident. The Suspect Child Abuse Report (SS 8572) is the template of the necessary information that will be required for the employee to complete the report online at <https://mandreptla.org/> .

Lashon Academy will provide annual training on the mandated reporting requirements, using the online training module provided by the California Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training includes information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by CA Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, and/or by a fine of one thousand dollars (\$1,000).

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or

By acknowledging receipt of the Employee Handbook annually, employees acknowledge they are childcare custodians and certify that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**

Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY		NAME OF MANDATED REPORTER _____			TITLE _____		MANDATED REPORTER CATEGORY _____				
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street _____	City _____	Zip _____	DID MANDATED REPORTER WITNESS THE INCIDENT?			
		()			SIGNATURE _____		YES <input type="checkbox"/> NO <input type="checkbox"/>				
		REPORTER'S TELEPHONE (DAYTIME)			TODAY'S DATE						
B. REPORT NOTIFICATION		<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION <input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)			AGENCY _____						
		ADDRESS			Street _____	City _____	Zip _____	DATE/TIME OF PHONE CALL			
		OFFICIAL CONTACTED - TITLE _____			TELEPHONE () _____						
C. VICTIM <small>One report per victim</small>		NAME (LAST, FIRST, MIDDLE) _____			BIRTHDATE OR APPROX. AGE _____		SEX _____	ETHNICITY _____			
		ADDRESS			Street _____	City _____	Zip _____	TELEPHONE () _____			
		PRESENT LOCATION OF VICTIM			SCHOOL _____		CLASS _____		GRADE _____		
		PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY) _____		PRIMARY LANGUAGE _____ SPOKEN IN HOME _____			
		IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____					
		RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D. INVOLVED PARTIES		VICTIM'S SIBLINGS			NAME: _____ BIRTHDATE: _____ SEX: _____ ETHNICITY: _____		NAME: _____ BIRTHDATE: _____ SEX: _____ ETHNICITY: _____				
		1. _____ 2. _____			3. _____ 4. _____						
		VICTIM'S GUARDIANS			NAME (LAST, FIRST, MIDDLE) _____			BIRTHDATE OR APPROX. AGE _____ SEX _____ ETHNICITY _____			
		PARENTS/GUARDIANS			ADDRESS	Street _____	City _____	Zip _____	HOME PHONE () _____	BUSINESS PHONE () _____	
		SUSPECT			NAME (LAST, FIRST, MIDDLE) _____			BIRTHDATE OR APPROX. AGE _____ SEX _____ ETHNICITY _____			
		SUSPECT			ADDRESS	Street _____	City _____	Zip _____	TELEPHONE () _____		
E. INCIDENT INFORMATION		OTHER RELEVANT INFORMATION									
		IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
		DATE / TIME OF INCIDENT		PLACE OF INCIDENT							
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS-8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/canlaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated reporter or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

Section I- Overview

Introduction

These procedures are designed for use during the planning, response, and recovery phases of an emergency or disaster that affects Lashon Academy's operations and facilities. It has been prepared in compliance with state and federal disaster planning requirements, city and county Emergency Management Plans, the Standardized Emergency Management System (SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

This plan is a preparedness document and is intended to be read and understood before an emergency. The procedures (outlined) in this plan are designed to manage the effects of such situations and shall be activated under any of the following conditions:

- By direction of the Executive Director, or his/her/their designated representative under a declaration of emergency or disaster.
- In any emergency or disaster which directly affects Lashon Academy and requires an emergency response by Lashon employees.
- Upon notification by local, state or federal government officials of an actual/declared or impending emergency or disaster that will directly or indirectly affect Lashon Academy. This plan is in alignment with co-located LAUSD site's Integrated Safe School Plan (ISSP). All Lashon Academy sites that are co-located with an LAUSD site will coordinate with LAUSD site administration on the ISSP annually and will utilize the plans and procedures outlined in the ISSP.

Priorities

All emergency actions will be taken according to the following priorities:

1. Protection of LIFE
2. Protection of the ENVIRONMENT
3. Protection of PROPERTY
4. Restoration of SERVICES

This plan implements those priorities in establishing its disaster preparedness procedures:

1. All students will be retained on Lashon Academy facilities until released to guardians or authorized persons during a disaster situation.
2. All evacuation of facilities (as necessary) will be done (as necessary) in conjunction with other agencies through the SEMS system.
3. If evacuation of facilities is required, all students and Lashon Academy personnel at each school site will assemble in predetermined areas.

until the emergency is over, or they can be relieved (per California Government Code 3100).

Purpose of the Site Plan

The purpose of this site plan is to have site disaster procedures available, providing site personnel with a convenient set of usable instructions.

The Site Plan is organized as follows:

1. Section I provides the basic organizational structure and overall response strategy. This includes a description of the interface and participation in the local operational area.
2. Section II details the tasks of the site administrator with regards to pre-incident emergency preparedness.
3. Section III addresses Lashon Academy Communications. This section lists relevant phone numbers and communication procedures.
4. Section IV includes Initial response Checklists and outlines the initial response procedures of the incident commander and staff, and the immediate response actions.
5. Section V provides procedures and checklists for staff at the school site during an emergency. This section includes helpful information to accomplish the emergency functions.
6. Appendix A is to include the current staff assignments and buddy lists for each site. Each site should insert the required information in this section and provide an electronic copy to the Lashon Academy Business Office for inclusion in the Emergency Plan. The staff assignments and buddy lists are updated with the addition or removal of staff members.
7. Appendix B includes maps of the school sites. These maps show the outdoor and indoor evacuation areas, evacuation routes and traffic control map.
8. Appendix C contains checklists for the various emergency functions.
9. Appendix D includes all the forms referred to in the plan.

Establishing Disaster Procedures

1. Before a Disaster: Pre-planning for disasters include:
 - a. Identifying and coordinating responsibilities of staff and those agencies that may respond.
 - b. Assigning individual school staff responsibilities and tasks.
 - c. Establishing warning and plan activation procedures.
 - d. Providing equipment/resources for the Site Emergency Operations Center.
 - e. Developing a plan to use school facilities for shelter and food service.
 - f. Training staff, students, guardians and other community members in disaster preparedness and awareness.
2. When a Disaster Takes Place:
 - a. Implement Disaster Response Procedures and activate Site Emergency Operations Center as required.
 - b. Implement emergency management procedures to control situations and to protect individuals and facilities.

- c. Utilize all resources to safely see the school site through disaster.
- d. Interface and coordinate all requests for aid or resources through the Site Emergency Operations Center.

3. Post-Disaster Actions:

- a. Implement all recovery/restoration procedures including the use of Action Plans which outline priorities to be addressed.
- b. Remnant incident and close Site Emergency Operations Center.
- c. Return to normal operations and staffing.

Situational Communications Plans

911 Calls	<ul style="list-style-type: none"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or another emergency • Indicate location of incident command post: main office on school site
Mass Notification to Guardians	<p>During an emergency:</p> <ul style="list-style-type: none"> • If possible, Office Manager will send ParentSquare notification to all parents advising them on status of emergency and providing instructions for pickup of students.
	<p>After an emergency:</p> <ul style="list-style-type: none"> • Office Manager or Business Office send ParentSquare notification to all parents with instructions for pickup.

Contingency Plans

Loss of Communication:

- Use personal cell phones
- Use of battery powered walkie-talkie two-way radios

If no Internet Service:

- Use personal cell phone (smart phone) to access internet via cellular tower

Incident Command Post

The organizational structure is modeled after the nationally used standardized on-scene emergency management concept: Incident Command System (ICS). ICS is a multi-hazard management system that can be used to manage the response to all foreseeable emergencies. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure with responsibility for the management or resources to effectively accomplish stated objectives pertinent to an incident. The fundamental tenet of ICS is that the Incident Commander (site administrator or designee) is solely responsible for the emergency response. He/she/they must ensure that the ICS

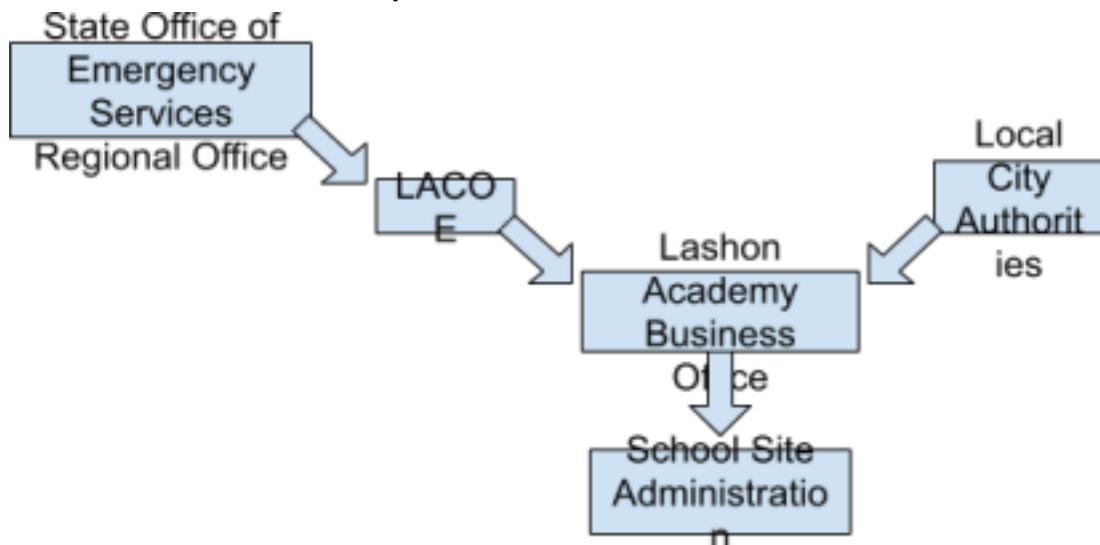
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organization is properly staffed to respond to the incident. It is incumbent upon the Incident Commander to assess the current emergency and determine what, if any, parts of this plan will be activated and/or modified to best respond to the incident.

The Initial Response Checklists in Section IV of this Plan contains initial, incident-specific checklists. The Incident Commander must determine what, if any, actions are required beyond these initial steps (such as activating all or parts of the Incident Command System).

Coordinating with Schools and Other Agencies

Each site's Emergency Plan is an extension of Lashon Academy's Disaster Response Procedures. Here is Lashon Academy's channel of coordination is reflected in the chart



below:

School Employees as Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities.

Authorities and References

The California Emergency Services Act (California Government Code 8550 et seq.) is the basic legislation which provides extraordinary emergency powers and authority for state and local governments. California Government Code 8607(a) establishes the Standardized Emergency Management System (SEMS), which is the system for managing response to multi-authority and multi-jurisdiction emergencies in California. The regulations supporting the SEMS are included in Title 19 of the California Code of Regulations, 2400 et. seq.

Section II- Pre-Incident Planning

Emergency Preparedness Responsibilities

Overview

Job Title	Responsibility
Site Administrator and Designee	Site disaster preparedness Facility preparedness and emergency drills
Director of Business and Operations	School-wide disaster preparedness
Executive Director	External communications

Site Administrator

The site administrator or designee is responsible for pre-disaster planning at his/her/their school site. The school site administrator is responsible for providing all school-specific information in this plan, including but not limited to:

- Staff rosters
- Staff assignments
- Buddy Lists
- Emergency maps showing SEOC, assembly areas, first-aid, and sanitary area
- Evacuation maps

The site administrator or designee is also responsible for training site staff on implementation of this Disaster Response Procedures Plan and on each of the staff's individual responsibilities in an emergency. Disaster procedures will be reviewed at the beginning of every school year and new staff members are trained during the onboarding process. The site administrator or designee should survey staff for preference of assignments (medical, search & rescue, field supervision). A **Staff Resource Survey Form (Form A)** is included in Appendix D. The site administrator or designee also needs a buddy teacher list at the beginning of each school year. A **Buddy List Form (Form D)** is also included in Appendix D.

In order to protect school staff, the site administrator should ensure that each staff member completes the **Staff Emergency Medical Information Form (Form B)**. This form is included in Appendix D.

The site administrator or designee is responsible for completing the **Emergency Preparedness Checklist** and the **Hazard Identification Checklist** on an annual basis. These checklists should be completed at the beginning of each school year and coordinated with the Director of Business and Operations or designee. These two checklists are included in Appendix C. The site administrator or designee is responsible for maintenance of the scheduled required emergency drills (see **Disaster Drill Log (Form C)** in Appendix D).

The site administrator or designee must ensure that Lashon Academy emergency supplies are in working order and sufficient to meet the school site needs. This includes ensuring that all supplies inventories are current and missing supplies (including replacing batteries periodically) are replaced as necessary.

The site administrator or designee should meet annually with Lashon Academy personnel and staff to ensure:

- Accurate inventory for emergency response including first aid supplies and water and food supply (unless co-located with an LAUSD school)
- Accurate inventory of supplies for classroom buckets/backpacks
- Missing supplies are replaced & batteries changed
- Parent information on preparedness at home/school sent home each semester
- Copies of disaster information cards are available (with classroom emergency supplies)
- Disaster cards are moved appropriately as class changes are made
- Plan emergency/disaster drills

Each classroom should be equipped with the following items:

- Emergency Backpack
 - Facial tissues
 - 5 pairs of gloves
 - Emergency blanket
 - Band-aids
 - Respirator masks
 - Alcohol wipes
 - Pens and pad of paper
 - Updated class rosters (updated by teacher)
 - All necessary forms
- Emergency Bucket/Toilet
 - Roll of toilet paper
 - Feminine hygiene products (3 tampons and 3 sanctuary napkins)
 - Roll of duct tape
 - Hand sanitizer
 - Tarp
 - 5 trash can liners
 - OOPS Liquid Absorbent and Deodorizer
 - Bucket Lid
 - Toilet Seat Lid

Main offices should be equipped with the following items:

- Emergency Backpack
 - See above
- Emergency Bucket/Toilet (unless houses an interior restroom)
 - See above
- First Aid Kit
- AED

- Inspected monthly and maintained in good condition
- Wheelchair

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Director of Business and Operations

The Director of Business and Operations or designee is responsible for Lashon Academy's overall emergency preparedness, which includes ensuring that each school site is adequately prepared to respond in a disaster or emergency. The Director of Business and Operations or designee is responsible for preparation of the Comprehensive School Safety Plan as well as the emergency procedures in this Plan.

The Director of Business and Operations or designee is responsible for meeting with school site personnel to verify:

- Accurate and adequate inventory for emergency response including first aid supplies and water and food supply (unless co-located with an LAUSD school)
- Accurate and adequate inventory of supplies for classroom buckets/backpacks
- Parent information on preparedness at home/school sent home each semester by each school site
- Copies of disaster information cards are available (with classroom emergency supplies)
- Emergency/disaster drills are scheduled and conducted as required
- Assist in providing planned drill critiques (verbal & written) and follow-up

The Director of Business and Operations or designee is also responsible for training staff for positions in the Site Emergency Operations Center (SEOC) and Lashon Academy's Emergency Operations Center (EOC) and ensuring that there are adequate supplies for operations in the event of a disaster or emergency. Adequate communication is particularly important in an emergency.

The Director of Business and Operations or designee is also responsible for coordinating with site administrators and co-located administration in alignment of LAUSD school site ISSP and Lashon Academy's CSSP.

Executive Director

The Executive Director or designee is responsible for communicating with all outside agencies in regards to the emergency or disaster updates and public relations.

School Site Staff

School site staff should familiarize themselves with the Disaster Response Procedures and learn the roles assigned to them in the event of an emergency. Each staff member should also know their teacher buddies. Teaching staff must maintain current rosters in their emergency backpacks and should ensure that their classrooms have necessary emergency supplies. School site staff must be aware that they cannot leave campus without permission during an emergency unless they have the authorization of the Site Emergency Coordinator (site administrator or designee), because of their responsibilities as disaster service workers.

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on

site to carry out assigned responsibilities.

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Emergency Drills

The purpose of conducting drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not, and procedures should be modified accordingly. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The ***Disaster Drill Log (Form C)*** in Appendix D should be drafted at the beginning of each school year with the planned emergency/disaster drills. This log should be updated after every drill to include evacuation time (if applicable) and any procedural modifications necessary.

Emergency Supplies

The site administrator or designee must ensure that Lashon Academy emergency supplies are in working order and sufficient to meet the school site needs. This includes ensuring that all supplies inventories are current and missing supplies (including replacing batteries periodically) are replaced as necessary.

Teacher Buddy List

The site administrator or designee should survey staff for preference of assignments (medical, search & rescue, field supervision). A ***Staff Resource Survey Form (Form A)*** is included in Appendix D. The site administrator or designee also needs to complete a buddy teacher list at the beginning of each school year and update as needed; the current Buddy List for each site should be included in Appendix A. A ***Buddy List Form (Form D)*** is also included in Appendix D.

Section III- District Emergency Communications

Key Emergency Numbers

EMERGENCY	911
Poison Control	800-222-1222
L.A. County Environmental Health	626-813-3380
L.A. County Hazardous Materials and Waste	800-238-0173
L.A. County Public Health and Human Services	213-351-7800
L.A. County Office of Education	562-922-6111
L.A. County Office of Emergency Management	323-980-2260
L.A. Department of Water and Power	800-342-5397

Lashon Academy Valley

TK-6th grade- Co-located with Fulton College Prep

NAME	ADDRESS	PHONE
Local LAPD Precinct Van Nuys	6240 Sylmar Avenue Van Nuys, CA 91401	818-374-9500
Local LAFD Station 81	14355 Arminta Street Los Angeles, CA 91402	818-756-8681
Local Hospital Valley Presbyterian Hospital	15107 Vanowen Street Van Nuys, CA 91045	818-782-6600
Local Hospital Kaiser Panorama City	13651 Willard Street Van Nuys, CA 91402	833-574-2273
Local Animal Control East Valley Shelter	14409 Vanowen Street Van Nuys, CA 91405	888-452-7381

6th-8th grade- Co-located with Valerio Street Elementary School

NAME	ADDRESS	PHONE
Local LAPD Precinct Van Nuys	6240 Sylmar Avenue Van Nuys, CA 91401	818-374-9500
Local LAFD Station 81	14355 Arminta Street Los Angeles, CA 91402	818-756-8681
Local Hospital Valley Presbyterian Hospital	15107 Vanowen Street Van Nuys, CA 91045	818-782-6600
Local Hospital Kaiser Panorama City	13651 Willard Street Van Nuys, CA 91402	833-574-2273
Local Animal Control East Valley Shelter	14409 Vanowen Street Van Nuys, CA 91405	888-452-7381

NAME	ADDRESS	PHONE

Local LAPD Precinct North Hollywood	11640 Burbank Blvd. North Hollywood, CA 91601	818-754-8300
Local LAFD Station 60	5320 Tujunga Ave. Los Angeles, CA 91601	818-756-8660
Local Hospital Valley Presbyterian Hospital	15107 Vanowen Street Van Nuys, CA 91045	818-782-6600
Local Hospital Kaiser Panorama City	13651 Willard Street Van Nuys, CA 91402	833-574-2273
Local Animal Control East Valley Shelter	14409 Vanowen Street Van Nuys, CA 91405	888-452-7381

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Lashon Academy City

NAME	ADDRESS	PHONE
Local LAPD Precinct Southwest Community	1546 West MLK Jr Blvd. Los Angeles, CA 90062	213-485-2582
Local LAFD Station 34	3661 7th Avenue Los Angeles, CA 90018	213-485-6234
Local Hospital PIH Health Good Samaritan Hospital	1225 Wilshire Blvd. Los Angeles, CA 90017	213-977-2121
Local Hospital Kaiser Baldwin Hills-Crenshaw	3782 W MLK Jr. Blvd. Los Angeles, CA 90008	323-421-2200
Local Animal Control Chesterfield Square/South LA	1850 W. 60th Street Los Angeles, CA 90047	888-452-7381

Incident Management Personnel

The site administrator or designee is responsible for completing and updating as necessary the names below:

Executive Director	Josh Stock
Director of Business and Operations	Maria Gennaro
Site Administrator	
Office Personnel	

Security, Search and Rescue Team Members	
Medical Team Members	
Student Release/Reunion Team Members	

**Student Care and Supervision Team
Members**

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Section IV- Immediate and Initial Responses

Immediate Response Actions

Action	Purpose	If inside	If outside	Other measures
Duck, Cover and Hold On	To protect students and staff from flying or falling debris	Staff will instruct students to duck under desks, cover their heads/necks with their arms and hands, and hold on.	Staff will instruct students to drop to the ground, place their heads between their knees, and cover their heads/necks with arms.	Students and staff should move away from windows or overhead items, if possible.
Shelter in Place	To keep students indoors as protection from airborne contaminants. Includes shutdown of HVAC systems and allows free movement of students within buildings	Staff will keep students in the classroom until further instructions are given.	Students will proceed to their classrooms if it is safe to do so. If not, staff will direct students into nearby classrooms or school buildings.	Staff are responsible for securing windows in individual classrooms. The Security/Utility Team will shut down the HVAC system, close and lock doors and windows.

Lock Down	To protect students and staff from threat of violence or gunfire	Staff will instruct students to hide, lock doors and windows and close shades/cover windows.	Students will proceed to their classrooms if it is safe to do so. If not, staff will direct students into nearby classrooms or school buildings.	Students and staff will remain in the classroom or secured area until given further instructions by administration or law enforcement. Front entrance is locked.
Evacuate Building	To protect students and staff if it is unsafe to remain in building, administration will initiate a fire alarm or make a PA announcement	Administration will initiate a fire alarm or make a PA announcement, and staff will instruct students to evacuate.	Staff will instruct students to evacuate, assemble in their assigned Assembly Area and take attendance.	
Off-Site Evacuation	To protect students and staff when it is unsafe to remain on campus	Administration will determine the safest method of evacuation.	Staff will take attendance, instruct students to evacuate and take a student attendance sheet. Once assembled off-site, staff and students will stay in place until given further instructions.	
All Clear	To return to normal operations	Students and staff can return to normal operations in an orderly manner.	Administration makes an announcement.	

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Duck, Cover and Hold On

This action is taken to protect students and staff from flying debris.

1. The site administrator or designee will make the following announcement on the PA system. If the PA system is not available, the site administrator or designee will use other means of communication, such as using walkie-talkies to mobilize support staff to deliver instructions. If there is felt seismic activity, staff can call a Duck, Cover and Hold on for the classroom or area they are supervising. The site administrator should be calm, convey reassuring comments that the situation is under control and give directions.
“YOUR ATTENTION PLEASE, AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK, COVER AND HOLD ON PROCEDURES WHICH MEAN 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.”

2. If inside, staff will instruct students to duck under their desks and over their heads/heads with their arms and hands.
3. If outside, staff will instruct students to drop to the ground, place their heads between their knees, and cover their heads/heads with arms.
4. Students and staff should move away from windows or overhead items, if possible.

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. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to outside air.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building; however, classes in bungalows and buildings with exterior passage ways will have to remain in classrooms.

1. The site administrator or designee will make the following announcement on the PA system. If the PA system is not available, the site administrator or designee will use other means of communication, such as using walkie-talkies to mobilize support staff to deliver instructions. The site administrator should be calm, convey reassuring comments that the situation is under control and give directions.
- “YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING/HEATING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INDOOR FACILITY. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

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2. If inside, staff will keep students in the classroom until further instructions are given. 3. If outside, staff will instruct students to proceed to their classrooms if it is safe to do so. If not, staff will direct students into nearby classrooms or school buildings. Staff should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Staff are responsible for securing windows in individual classrooms. The Security/Utility Team will shut down the HVAC system, close and lock doors and windows. If necessary, staff should seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition.

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 occupied areas. During Lockdown, students are to remain in classrooms or designated locations at all times. The difference between Shelter-in-Place and Lockdown is that the former involves shut down of

the HVAC systems, and allows for the free movement of students within the building.

1. The site administrator or designee will make the following announcement on the PA system. If the PA system is not available, the site administrator or designee will use other means of communication, such as using walkie-talkies to mobilize support staff to deliver instructions. The site administrator should be calm, convey reassuring comments that the situation is under control and give directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. THIS IS NOT A DRILL. STAFF ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED IN PERSON BY ADMINISTRATION OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”
2. If inside, staff will instruct students to hide, lock doors and windows and close shades/cover windows if it appears safe to do so.
3. If outside, staff will instruct students to proceed to their classrooms if it is safe to do so. If not, staff will direct students into nearby classrooms or school buildings.
4. Students and staff will remain in the classroom or secured area until given further instructions by administration or law enforcement. Front entrance is locked and no visitors other than appropriate law enforcement or emergency personnel, must be allowed on or off campus.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. 1. The site administrator or designee will make the following announcement on the PA system. If the PA system is not available, the site administrator or designee will use other means of communication, such as using walkie-talkies to mobilize support staff to deliver instructions. The site administrator should be calm, convey reassuring comments that the situation is under control and give directions.

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“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. STAFF ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO YOUR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR CLASS. STAFF NEED TO TAKE ATTENDANCE WHEN ASSEMBLED.”

2. The site administrator or designee will initiate a fire alarm or make a PA announcement. Staff will instruct students to evacuate the building using designated routes, and assemble in their assigned *Assembly Area*.
3. Staff will take attendance sheets when leaving the classroom/building and take attendance once the class is assembled in a safe location.
4. Once assembled, staff and students will stay in place until further instructions are given.

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 assembly area is required.

1. The site administrator or designee will make the following announcement on the PA

system. If the PA system is not available, the site administrator or designee will use other means of communication, such as using walkie-talkies to mobilize support staff to deliver instructions. The site administrator should be calm, convey reassuring comments that the situation is under control and give directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. STAFF ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO YOUR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR CLASS. STAFF NEED TO TAKE ATTENDANCE WHEN ASSEMBLED."

2. The site administrator or designee will determine the safest method for evacuating the campus. This may include use of transportation or simply walking to the designated off-site location. The off-site assembly areas are indicated on the maps in Appendix B.
3. Staff will secure student attendance sheets when leaving the building and take attendance once classes are assembled in a pre-designated safe location.
4. Once assembled off-site, staff and students will stay in place until further instructions are given.
5. If clearance is received from appropriate agencies, the site administrator or designee may authorize students and staff to return to the school site and classrooms.

All Clear

This action is taken to notify staff that normal school operations can resume. 1. The site administrator or designee will make the following announcement on the PA system. If the PA system is not available, the site administrator or designee will use other means of communication, such as using walkie-talkies to mobilize support staff to deliver instructions.

"YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.

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3. If appropriate, staff should immediately begin restorative discussions and activities to address students' fears, anxieties and other concerns.

Emergency Response

Active Shooter

An Active Shooter response is when an individual actively engages in killing or attempting to kill people in a confined and populated area, typically using firearms. Based on California Education Code § 32282, schools are prohibited from conducting "high-intensity drills" defined as a drill that includes simulations mimicking an actual school shooter or other armed assailant incident. This checklist is designed to address the active shooter.

Discovering Party	<ol style="list-style-type: none"> Notify law enforcement or 911 when it is safe to do so. Report known information: location of active shooter(s), number of shooter(s), physical description of shooter(s), number and type of weapons held by shooter(s), number and location of potential victim(s). Alert administration via GoogleChat, email or text.
All Personnel	<ol style="list-style-type: none"> When informed of an active shooter either via hearing a gunshot or the words "We have an emergency situation and need to initiate lockdown procedures. This is not a drill." Initiate lockdown procedures and determine how to respond: <ol style="list-style-type: none"> RUN- EVACUATE <ul style="list-style-type: none"> Have an escape route and plan in mind Leave personal belongings behind Keep your hands visible HIDE <ul style="list-style-type: none"> Hide in an area out of the shooter's view Lock doors and block entry to your hiding place, if possible Silence your cell phone and other alerts FIGHT BACK-TAKE ACTION <ul style="list-style-type: none"> As a last resort and only when life is in imminent danger Attempt to incapacitate the shooter(s) Act with physical aggression and throw items at the active shooter(s) Sound Hold-Up Alarm if available. Do not open your door. Emergency Responders will have keys. Be aware of your environment and any possible dangers. Take note of the nearest exits in any facility you visit. If you are in an office, stay there and secure all doors. Attempt to take the active shooter(s) down as a last resort.
When Law Enforcement Arrives All Personnel	<p>Remain calm and follow instructions</p> <p>Put down any items in your hands (i.e. bags, jackets)</p> <p>Raise hands and spread fingers</p> <p>Keep hands visible at all times</p>

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	<p>Avoid quick movements toward officers (i.e. holding onto them for safety)</p> <p>Avoiding pointing, screaming and yelling</p> <p>Do not stop or ask officers for help or directions when evacuating. Assist injured, young or elderly people if able to do so</p>
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Administration	<ol style="list-style-type: none"> 1. Call 911 to report known information and notify the Business Office. 2. Perform a quick assessment of the situation and determine appropriate next steps. 3. Communicate to staff, if advisable.
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Aircraft Crash

An Aircraft Crash is when an aircraft crashes on or near school facilities.

Administration	<ol style="list-style-type: none"> 1. Call 911 to report the crash and notify the Business Office. 2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If necessary, "Evacuate Building" and "Off-Site Evacuation" actions are outlined above. 3. Establish a SEOC. You are the IC. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive. 4. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.
All Personnel	<ol style="list-style-type: none"> 1. Determine if your class is in immediate danger. 2. If your class is in danger, evacuate to a safe location, otherwise stay in your room until otherwise directed. 3. If "Evacuate Building" or "Off-Site Evacuation" is enacted, take attendance and document absent and/or missing students on an attendance sheet. 4. If "Evacuate Building" or "Off-Site Evacuation" is enacted, move your class to the designated Assembly Area, as directed. 5. Activate the Buddy System and either remain in the Assembly Area to supervise students or report to SEOC for assignment. 6. Wait for further instructions.

Air Pollution Alert

An Air Pollution Alert is when severe air pollution is at risk of affecting students and staff who are susceptible to respiratory problems.

Administration	<ol style="list-style-type: none"> 1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times of the school day. 2. Meet with PE and yard staff and determine alternative options available during an air pollution episode. 3. When notified of a severe situation and if necessary,
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	<p>“Shelter-in-Place” actions are outlined above.</p> <p>4. Cancel all outdoor activities, if possible.</p>
All Personnel	<p>1. If “Shelter-in-Place” is enacted, remain indoors and turn off HVAC units and .</p> <p>2. When “All Clear” is communicated, return to normal operations.</p>

Allergic Reaction

An Allergic Reaction is when an incident has triggered an allergic reaction to student(s) and/or staff. There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness.

Administration	<p>1. If imminent risk, call 911. ***Always call 911 when an epi-pen is used.</p> <p>2. Notify guardian(s).</p> <p>3. Administer medication by order of a medical professional, if appropriate. Apply ice pack(s) to affected area(s), keep victim(s) warm or take other actions as indicated.</p> <p>4. Observe for respiratory difficulty.</p> <p>5. Attach a label to the person indicating: time & site of insect sting or food ingested and name and dosage of medication and time administered.</p>
All Personnel	<p>1. If imminent risk, call 911. ***Always call 911 when an epi-pen is used.</p> <p>2. Send for immediate help and notify administration.</p> <p>3. Assist in getting epi-pen and prescription medication(s), if applicable.</p> <p>4. If an insect sting, remove stinger immediately, if possible. 5. Assess situation and help victim(s) to be comfortable. 6. Move victim(s) only for safety reasons.</p>
Supportive Actions	<p>1. An epi-pen is available in the main office and staff are trained on an annual basis.</p> <p>2. Emergency health information is completed by guardians and is accessible by school personnel.</p>

Animal Disturbance

An Animal Disturbance is when a rabid or uncontrollable animal on campus or when any wild animal threatens the safety of the students and staff.

Administration	<ol style="list-style-type: none"> 1. Isolate students from the animal(s). Close doors and create barriers as a means to isolate the animal. 2. If the animal is outside, enact a “Shelter-in-Place” without the
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	<p>need to turn off HVAC units.</p> <ol style="list-style-type: none"> 3. If the animal is inside, enact an “Evacuate Building” for the affected facilities. Instruct staff and students to evacuate to a protected area away from the animal(s) which may be indoors or outdoors. 4. Contact the local animal shelter for assistance in removing the animal(s). 5. If there are any life-threatening injuries, seek medical assistance by calling 911. 6. Notify guardians as necessary.
All Personnel	<ol style="list-style-type: none"> 1. Notify administration of any possible animal disturbance. 2. If the animal(s) is outside, keep students inside. Lock doors and keep students away from the windows. 3. If the animal(s) is inside, evacuate students to a protected area away from the animal(s). 4. Notify administration if there are any injuries immediately.

Biological Agent Release

A Biological Agent Release is when there is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state, which may include the release of radioactive materials. A biological agent can be introduced through:

- Postal mail, via a contaminated letter or package
- Building's HVAC system
- Small explosive device to help agent to become airborne
- Contaminated item such as backpack, box, or other parcel left unattended
- Food supplies
- Aerosol release (such as with crop duster or spray equipment)

Defense against biological agent release may be difficult as it usually appears after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from watery eyes, choking or respiratory difficulty, twitching or loss of coordination. Another indicator is the presence of distressed animals/dead birds or an unusual odor. Determine which scenario applies and implement the appropriate response procedures.

This includes responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.

Outside the Building

Administration	<ol style="list-style-type: none"> 1. Enact “Shelter-in-Place” procedures including shutting off HVAC units. 2. If possible, move to a central location where staff can seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition. 3. Contact 911, L.A. County Environmental Health, or L.A. County
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	<p>Hazardous Materials and Waste and provide location and nature of emergency and actions taken by the school.</p> <ol style="list-style-type: none"> 4. Remain inside until Emergency Responders determine it is safe to leave.
All Personnel	<ol style="list-style-type: none"> 1. Notify administration. 2. Move students away from immediate vicinity of danger. 3. Segregate individuals who have been topically contaminated from unaffected individuals. Send affected individuals to a designated area for medical attention. 4. For affected individuals: <ol style="list-style-type: none"> a. Wash affected areas with soap and water. b. Immediately remove and contain contaminated clothing/items. c. Do not use bleach on potentially exposed skin. d. Remain in safe, but separated area, isolated from those who are unaffected until Emergency Responders arrive.

Inside the Building

Administration	<ol style="list-style-type: none"> 1. If necessary, “Evacuate Building” and “Off-Site Evacuation” actions are outlined above. 2. Move upwind from potential danger. 3. Contact 911, L.A. County Environmental Health, or L.A. County Hazardous Materials and Waste and provide location and nature of emergency and actions taken by the school. 4. Designate security team to isolate and restrict access to potentially contaminated areas. 5. Remain in Assembly Area until Emergency Responders determine it is safe to return to facilities..
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All Personnel	<ol style="list-style-type: none"> 1. Notify administration. 2. Move students away from immediate vicinity of danger. 3. Segregate individuals who have been topically contaminated from unaffected individuals. Send affected individuals to a designated area for medical attention. 4. For affected individuals: <ol style="list-style-type: none"> a. Wash affected areas with soap and water. b. Immediately remove and contain contaminated clothing/items. c. Do not use bleach on potentially exposed skin. d. Remain in safe, but separated area, isolated from those who are unaffected until Emergency Responders arrive.
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Bomb Threat

A Bomb Threat is when a phone call, social media post or other means of communication is received with an alert that a bomb will be deployed on or near the school facilities.

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Discovering Party	<p>If you receive a bomb threat and are able to do so, ask the suspect the following:</p> <ul style="list-style-type: none"> • Where is the bomb located? • When will it go off? • What does it look like? • What kind of bomb is it? • What will make it explode? • Did you place the bomb? • Why? • Where are you? • What is your name?
Administration	<ol style="list-style-type: none"> 1. Call 911 and contact the Business Office. 2. If you believe the bomb threat is credible, do not use a walkie-talkie or cell phone as some bombs are radio-controlled. 3. Determine if you will evacuate the school facilities before conducting a search. If determined, enact the "Evacuate Buildings" procedures. 4. Establish a SEOC. You are the IC. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.

Civil Disturbance

A Civil Disturbance is when an authorized assemblage on the school facilities with the potential to:

- Disrupt normal school operations and activities;
- Cause injury to staff and students; and/or
- Damage property

Precautionary measures must be taken to keep staff and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their scheduled areas.

On School Facilities

Administration	<ol style="list-style-type: none">1. If the students are engaging in civil disobedience, keep the students confined to one area on school facilities, if possible.2. Set up a communication exchange between the administration, staff and students. Try to restore order.3. If unable to calm students and/or violent or uncontrolled behavior is probable, call 911 and request assistance.4. Determine if you will evacuate the school facilities. If determined, enact the "Evacuate Buildings" procedures.5. Notify guardians with a brief written description of the event, how it was handled, and, if appropriate, the necessary follow up steps.
All Personnel	<ol style="list-style-type: none">1. Report disruptive circumstances to administration.

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	<ol style="list-style-type: none">2. Avoid arguing/engaging with participant(s).3. Remove bystanders from the immediate area of disturbance, if possible.4. Lock doors. Take attendance and have students remain in classroom unless otherwise directed.5. Stay away from windows and exterior doors.
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Outside of School Facilities

Administration	<ol style="list-style-type: none">1. Call 911.2. Enact "Shelter-in-Place" procedures including shutting off HVAC units.3. Instruct staff to remove all exterior items such as trash containers and other burnable items from public access.4. Cancel all outside activities.5. Maintain an accurate record of events, conversations and actions.
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All Personnel	<ol style="list-style-type: none"> 1. Close and lock classroom doors. Cover all windows, if possible. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken. 2. If necessary, instruct students to Duck, Cover and Hold On" and try to keep students calm. 3. Care for any injured. 4. Remain with students within locked area until "All Clear" instructions are given, regardless of bells and regular school schedule.
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Death of a Student

A Death of a Student may be the result of suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations the school community will face. A communications strategy developed in advance of such a tragedy will help the administrator know what to say to the student's family and the school community.

Administration	<ol style="list-style-type: none"> 1. Upon notification, contact the Business Office. If necessary, call 911 if discovery was found on school facilities. Verify death and obtain as much information as possible. 2. Contact the student's family or visit the home to offer condolences and support. Obtain additional information including funeral/memorial services. Respect their wishes. 3. Protect the privacy of the family; the school will neither give or confirm information to the media or others without consent. 4. If the death occurred outside of school hours, implement a staff phone tree so that necessary staff members are informed about the occurrence. Notify staff prior to notification of students and families.
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	<ol style="list-style-type: none"> 5. Meet with the crisis team as soon as possible so that everyone understands their role in the response plan. 6. Determine whether additional resources (such as support services/grief counseling) are needed and make appropriate requests. 7. Schedule a staff meeting as soon as possible to share the known (and appropriate) details, review procedures for the day including notification of additional staff, students and families, availability of support services/grief counseling and the referral process for students and staff who require support services/grief counseling. 8. Develop a plan for notifying other students and sharing information about support services/grief counseling. Do not use the PA system. May need to notify specific students individually prior to notifying the general student body. 9. Prepare a guardian information letter and distribute it via ParentSquare. 10. Contact guardians of highly affected student(s) to determine appropriate support services/grief counseling necessary outside of the school day. If necessary, designate areas for the crisis team to meet with highly affected student(s). 11. Plan with the family to remove the student's personal belongings from the school facilities. Plan to remove outside of school hours to prevent doing so in front of staff and students. 12. Meet with staff and the crisis team to evaluate the response efforts and determine what, if any, additional resources/supports may be needed.
All Personnel	<ol style="list-style-type: none"> 1. Allow students who wish to utilize support services/grief counseling the time to do so and coordinate the referral process. Encourage students to report other students who might need support services/grief counseling. 2. Arrange with a facilitator to escort students to the area identified for support services/grief counseling.

Death of a Staff Member

A Death of a Staff Member or serious illness may have a profound effect on students and staff alike.

Administration	<ol style="list-style-type: none"> 1. Upon notification, contact the Business Office. If necessary, call 911 if discovery was found on school facilities. Verify death and obtain as much information as possible. 2. Contact the staff member's family or visit the home to offer condolences and support. Obtain additional information including funeral/memorial services. Respect their wishes. 3. Protect the privacy of the family; the school will neither give or confirm information to the media or others without consent. 4. If the death occurred outside of school hours, implement a staff phone tree so that necessary staff members are informed
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	<p>about the occurrence. Notify staff prior to notification of students and families.</p> <ol style="list-style-type: none"> 5. Meet with the crisis team as soon as possible so that everyone understands their role in the response plan. 6. Determine whether additional resources (such as support services/grief counseling) are needed and make appropriate requests. 7. Schedule a staff meeting as soon as possible to share the known (and appropriate) details, review procedures for the day including notification of additional staff, students and families, availability of support services/grief counseling and the referral process for students and staff who require support services/grief counseling. 8. Develop a plan for notifying other students and sharing information about support services/grief counseling. Do not use the PA system. May need to notify specific students individually prior to notifying the general student body. 9. Prepare a guardian information letter and distribute it via ParentSquare. 10. Contact guardians of highly affected student(s) to determine appropriate support services/grief counseling necessary outside of the school day. If necessary, designate areas for the crisis team to meet with highly affected student(s). 11. Plan with the family to remove the staff member's personal belongings from the school facilities. Plan to remove outside of school hours to prevent doing so in front of staff and students. 12. Meet with staff and the crisis team to evaluate the response efforts and determine what, if any, additional resources/supports may be needed.
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Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the seismic activity. The effect of an earthquake may vary between different areas of school facilities. Elevators and stairways will need to be inspected for damage and structural integrity before they should be used. The majority of substantial earthquakes are accompanied by foreshocks and aftershocks; these may occur days to weeks before/after the earthquake. The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries may occur while entering and exiting buildings. Therefore, it is imperative to quickly move from windows and items which fall on top of you and to take cover under a sturdy table or desk, in a doorway or against an inside wall. All other actions should wait until the shaking stops. If people are protected from falling objects, the shaking may be frightening but not necessarily dangerous.

Inside Building, During School Hours

Administration	<ol style="list-style-type: none">1. Direct appropriate staff to inspect and assess school buildings. Report building damage and suspected damage to utility
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	<ol style="list-style-type: none">1. Direct appropriate staff to inspect and assess school buildings. Report building damage and suspected damage to utility2. Enact “Drop, Cover and Hold on” (until shaking has stopped). If necessary, enact “Evacuate Building” and/or “Off-Site Evacuation” depending on severity of damage.3. Establish a SLOC. You are the IC. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.4. Send Search and Rescue team to look for trapped staff and/or student(s).5. Post Security team members a safe distance away from building entrances to assure no one reenters.6. Communicate with the Business Office (who will communicate with public information and/or media) and Emergency Responders.7. If necessary, enact Student Release/Reunion procedures.
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All Personnel	<ol style="list-style-type: none"> 1. Give the “Drop, Cover and Hold on” command. Instruct students to move away from windows, bookshelves and suspended items such as light fixtures and HVAC ducting. Get under a table, desk or other sturdy furniture. 2. Check for injuries and render First Aid, if necessary. 3. After shaking stops, begin “Evacuate Building” procedures. Avoid evacuation routes that may be compromised due to the earthquake. Do not return to the building. Bring attendance roster and emergency backpack. 4. Once at the Assembly Area, take attendance and complete a Student/Staff Accountability Form (Form I) and deliver to SEO.
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Outside Building, During School Hours

Administration	Same procedures as Inside Building, During School Hours
All Personnel	<ol style="list-style-type: none"> 1. Give the “Drop, Cover and Hold on” command. Instruct students to move away from buildings, trees, overhead wires and poles. 2. If possible, get under sturdy furniture. 3. Drop to knees, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes and cover ears with forearms. If possible, use held items (such as backpacks or sweaters) to cover the head and neck area. 4. Maintain position until shaking stops. 5. After shaking stops, check for injuries and render first-aid if necessary. 6. Evacuate to the Assembly Area. Avoid evacuation routes that may be compromised due to the earthquake. 7. Once at the Assembly Area, take attendance and complete a Student/Staff Accountability Form (Form I) and deliver to SEO.

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Outside of School Hours

Administration	<ol style="list-style-type: none"> 1. Direct appropriate staff to inspect and assess school buildings to assess damage and determine corrective actions. 2. Confer with the Business Office to determine the advisability of closing the school. 3. Report building damage and suspected damage to utility lines/pipes to Emergency Responders.
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Explosion

Emergency response of explosion will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

Administration	<ol style="list-style-type: none"> 1. Assess the situation and decide if there is a need to enact “Evacuate Building” and/or “Shelter-in-Place” procedures. This decision may be made on a building by building case. 2. If necessary, contact the fire department or call 911. Provide school name, address, exact location within the building, your name, direct phone number and known information of the explosion. 3. Secure affected area to prevent unauthorized access until Emergency Responders can arrive. 4. Communicate with the Business Office in regards to status of response. 5. Notify Emergency Responders of any missing students. 6. Notify utility companies of any damage to utilities. Provide school name, address, location within the building, your name and direct phone number. 7. Direct appropriate staff to search the buildings and surrounding areas through a systemic, rapid and thorough approach to determine if additional explosions may occur. 8. Determine if Student Release should be implemented. If so, notify staff, students and families of procedures.
All Personnel	<ol style="list-style-type: none"> 1. Enact “Drop, Cover and Hold on” procedures. 2. Check for injuries and render First Aid, if necessary. 3. Listen for additional instructions which may include “Evacuate Building” or “Shelter-in-Place” procedures. Follow all directives.

Fire

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed to prevent the fire from spreading easily. Do not reenter the area for belongings until it has been cleared by emergency responders. If the area is full of smoke, students and staff should be instructed to crawl on follow, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top or on the

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door handle to feel for any heat. Be prepared to close the door quickly at the first sign of fire and aware of alternate evacuation routes. All fires, regardless of their size, which are extinguished by staff, require a call to the Fire Department to indicate that the fire is out. A fire in an adjoining area, such as a wildfire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school site(s), and the likelihood that it may endanger the school community. A fire in an adjoining area may not require a “Fire- Outside of School Facilities” response but may require an “Air Pollution

Alert" response due to the presence of smoke.

On School Facilities

Administration	<ol style="list-style-type: none">1. Determine if "Evacuate Building" and/or "Off-Site Evacuation" procedures are necessary. If fire is present within the school site, sound the fire alarm, if necessary.2. Notify the Fire Department.<ol style="list-style-type: none">3. Establish a SEOC. You are the IC. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.4. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.
All Personnel	<ol style="list-style-type: none">1. If you are the discovering party, activate the nearest accessible manual alarm pull box or notify the main office that there is an active fire and state your exact location. Clear everyone from the immediate area. If possible, use a fire extinguisher aimed at the base of the fire. Close, but do not lock, all doors leading to the fire area to isolate and prevent possible spread of the fire.2. Do not panic. Remain calm and listen to instructions. 3. Follow "Evacuate Building" or "Off-Site Evacuation" procedures and monitoring for active fire areas. Do not open any doors that are hot to the touch or have smoke billowing from the openings. Use pre-planned evacuation routes, if possible; it may be necessary to use a safer evacuation route.

Outside of School Facilities

Administration	<ol style="list-style-type: none">1. Determine if "Evacuate Building" and/or "Off-Site Evacuation" procedures are necessary.2. Contact the local fire department or call 911 to determine the correct action for your school site.3. Direct inspection of the school premises.4. Monitor radio stations and communicate with local authorities for further information.
All Personnel	<ol style="list-style-type: none">1. If "Evacuate Building" and/or "Off-Site Evacuation" is enacted, take attendance to be sure all students are present and accounted for.

water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

Administration	<ol style="list-style-type: none"> 1. Determine if "Evacuate Building" and/or "Off-Site Evacuation" procedures are necessary. 2. Notify the Business Office and local authorities of intent to vacate, the location of the safe evacuation site and the route to be taken to that site. 3. Post a notice on the office door stating where the school has relocated and inform families through ParentSquare. 4. Monitor weather apps or communicate with emergency responders for flood/weather information. 5. Do not allow students or staff to return to the school buildings until emergency responders have determined it is safe to do so.
All Personnel	<ol style="list-style-type: none"> 1. If necessary, follow "Evacuate Building" procedures and take attendance. 2. Do not return to the school building until it has been inspected and determined safe by property authorities.

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

- Administration
1. Call 911. Provide the following details of the situation:
 - a. Number of perpetrators and description(s)
 - b. Type of weapon(s) being used
 - c. Number and name(s) of hostage(s)
 - d. Any demands or instructions the perpetrator(s) have given
 - e. Description of the area
 2. Identify an assembly area for emergency responders away from the hostage situation. Have staff wait at the assembly area for emergency responders to arrive.
 3. Protect other staff and students before emergency responders arrive by initiating a "Lockdown" and/or "Evacuate Building" (may be different based upon location).
 4. Secure exterior doors and gates from outside access.
 5. When emergency responders arrive, assist them in a quiet,

	<p>orderly evacuation away from the hostage situation.</p> <p>6. Gather information on student(s) and/or staff involved and provide the information to the emergency responders.</p>
All Personnel	<ol style="list-style-type: none"> 1. If necessary, assist in evacuating students to a safe area away from danger. Enact "Lockdown" procedures. 2. Alert site administrator and/or main office immediately.

Intruder

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage: All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor. *California Penal Code Title 15, Chapter 1.1 § 6272*

To prevent intruders on campus, keep doors secure, use sign in sheets for visitors and staff, and appoint staff to monitor entryways.

Administration	<ol style="list-style-type: none"> 1. Initiate "Lockdown" procedures. 2. Request intruder to leave campus immediately. Remain calm. Be courteous, but confident. Keep distance from intruder(s). Avoid hostile actions, except when necessary to safeguard person or property. Listen to the intruder(s) and give him/her/they an opportunity to communicate. When talking, use phrases such as: <ol style="list-style-type: none"> a. What can we do to make this better? b. I understand the problem, and I am also concerned. c. Let's work together on solving this problem. 3. If the conversation/actions become threatening/violent or if the intruder(s) will not vacate school premises, call 911 immediately. Provide description and location of intruder(s). 4. Keep intruder(s) in view until emergency responders arrive. 5. Attempt to keep intruder(s) away from students, staff and buildings. 6. Designate a staff member to coordinate with emergency responders and meet at command post; provide a site map, keys and known information to emergency responders.
All Personnel	<ol style="list-style-type: none"> 1. Notify the main office of people on campus that are not wearing a Lashon badge or visitor identification. Provide description and location of the suspected intruder(s). 2. Keep eyes on intruder(s) unless otherwise instructed by administration or emergency responders, if possible 3. Isolate intruder(s) from students. Lock classroom and

	<p>office doors. Close blinds and stay clear of windows/glass.</p> <p>4. Enact “Lockdown” procedures until “All Clear” instruction is announced.</p>
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Medical Emergency

Medical accidents and emergencies can occur at any time and may involve a student, staff member, or visitor. Some emergencies may only require basic first aid, while others demand immediate medical intervention. This is not a First Aid manual. When in doubt, always dial 911. All medical emergencies involving a student, staff member, or visitor must be reported to the site administrator immediately.

This policy includes response procedures for opioid overdoses, sudden cardiac arrest (SCA), and other life-threatening medical emergencies.

Administration	<ol style="list-style-type: none"> 1. Assess the victim using ABC- Airway, Breathing and Circulation. Call 911 if necessary and provide: <ol style="list-style-type: none"> a. School name, address including nearest cross street(s) and fastest way for ambulance to reach the building b. Exact location on campus c. Nature of the emergency and how it occurred d. Approximate age of injured person(s) e. Your name, phone number and position <p>***Do not hang up until advised to do so by dispatcher</p> 2. Assign staff member to meet emergency responders at location indicated and direct emergency responders to the location of the injured person(s) 3. Assemble emergency care and contact information of injured person(s) 4. Monitor medical status of injured person(s). Remain with injured person(s) if transported unless otherwise directed by emergency responders or injured person(s)' guardian(s)/emergency contact(s) 5. Ensure guardian(s)/emergency contact(s) are aware of type of illness/injury, medical care being administered, location of the injured person(s)
All Personnel	<ol style="list-style-type: none"> 1. Assess the situation to determine what assistance is needed. Direct students away from the scene of the emergency. 2. Notify the main office and site administration. 3. If trained and able, administer first aid until emergency responders arrive. Do not move the individual unless there is danger of further injury.

Opioid Overdose Response

In cases where a person is suspected to be suffering from an opioid overdose, trained staff may

administer Naloxone (Narcan) as part of emergency first aid.

Common signs of an opioid overdose may include:

- Unresponsiveness or inability to wake up
- Slow, shallow, or stopped breathing
- Blue or grayish skin tone (especially lips or fingernails)
- Choking, gurgling, or snoring-like sounds
- Pinpoint pupils (very small pupils)
- Limp body or cold/clammy skin

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If overdose is suspected:

1. Call 911 immediately.
2. Administer Naloxone (Narcan) if trained to do so.
3. Begin rescue breathing or CPR if necessary and trained.
4. Stay with the individual and monitor their condition until help arrives.
5. Report the incident to site administration and complete appropriate documentation.

Sudden Cardiac Arrest (SCA) Response

Sudden cardiac arrest is a life-threatening condition requiring immediate use of CPR and an Automated External Defibrillator (AED).

Signs of SCA:

- Sudden collapse
- No breathing or only gasping
- No pulse
- Loss of consciousness

Response Steps:

1. Call 911 immediately.
2. Begin CPR—push hard and fast in the center of the chest.
3. Retrieve and use AED as soon as possible. Follow voice prompts.
4. Continue CPR until the AED is ready, emergency responders arrive, or the person begins breathing normally.

Missing Student

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

Administration	<ol style="list-style-type: none"> 1. Assess the situation and decide if student is indeed missing 2. Appoint staff to surveillance points; ask staff to note unusual activity including license plates numbers, descriptions of visitors, etc. 3. Conduct an immediate search of the school's campus as appropriate. 4. Call 911 and explain the situation. 5. Gather information about student to provide to emergency responders: <ol style="list-style-type: none"> a. Name b. Age c. Photo d. Home address e. Guardian contact numbers f. Class schedule g. Special activities h. Transportation information 6. Communicate with guardian(s) 7. If abduction seems likely, gather additional information such as last known whereabouts, witness information, contacts/friends
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	<p>etc.</p> <ol style="list-style-type: none"> 8. Double check that student circumstances: <ol style="list-style-type: none"> a. Did someone pick up the student? b. Could he/she/they have walked home? c. Is he/she/they at an appointment or other activity? 9. Designate a staff member as the key contact to personally answer the dedicated phone line to receive/provide updated status 10. Advise emergency responders of the key contact and dedicated phone line 11. When the student is found, contact all necessary parties as soon as possible 12. Arrange for counseling of students, if necessary.
All Personnel	<ol style="list-style-type: none"> 1. Confirm attendance and possible location of the student. Notify the main office once determined that the student is missing. 2. Provide known information including description of student (height, weight, clothing, accessories), last known location, destination if left classroom, and timeframe 3. Bring all other students indoors. Lock exterior access to the school and secure the campus. Do not let staff or students leave. Do not let unauthorized persons onto campus.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

Administration	<ol style="list-style-type: none">1. Call 9112. Determine immediate response procedures which may include "Evacuate Building," "Off-Site Evacuation," or "Shelter-in-Place."3. Arrange for first aid treatment and removal of injured occupants.4. Secure area to prevent unauthorized access until emergency responders arrive.5. Ensure students and staff remain at a safe distance. 6. Account for staff and students and determine extent of injuries, if necessary.7. Notify the Business Office.
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All Personnel 1. Notify the main office.

2. Move students away from the immediate vicinity of the crash
3. Follow procedures from administration.

Pandemic Influenza

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world. Pg. 46 of

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- It is caused by a new influenza virus to which people do not have immunity. • Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain the spread of the virus.

Administration	<ol style="list-style-type: none"> 1. Activate heightened surveillance of illness within the school site and community. Gather data on reported symptoms, days of illness and severity. 2. Ensure that ill students and staff stay home. 3. Send ill students and staff home from school immediately. 4. Provide fact sheets and/or guidelines for families and staff to make them aware of symptoms and remind them of hygiene etiquette. 5. Monitor bulletins and alerts from the Department of Health and Human Services. 6. Keep staff informed of developing issues. 7. Assist the Department of Health and Human Services in monitoring outbreaks. 8. Implement online/remote learning, if necessary.
All Personnel	<ol style="list-style-type: none"> 1. Stay home when ill with cough or flu-like symptoms such as chills, fevers, muscle aches, sore throat 2. Practice good hygiene etiquette and remind others 3. Disinfect surfaces contaminated with infected respiratory secretions and other high-touch areas. 4. Implement online/remote learning procedures.

Sexual Assault

Sexual assault and abuse are any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- rape
- vaginal, anal, or oral penetration
- attempted rape
- sexual intercourse that is not wanted
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

Administration	<ol style="list-style-type: none"> 1. Call 911 if the assault is physical. 2. Close off the area to everyone. 3. Assign a staff member to remain with the victim. 4. Assess the situation and, if necessary, enact "Lockdown" procedures until circumstances surrounding the incident are
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	<p>known.</p> <ol style="list-style-type: none"> 5. Notify the victim's guardian(s). 6. If child abuse is suspected, notify appropriate law enforcement. Notify student services staff, as necessary. 7. Cooperate with law enforcement conducting investigations as they coordinate collection of evidence and questioning of victims, suspect(s) and witness(es). 8. Devise action plan to handle emotional effect of the incident on student and staff population. 9. Coordinate statements to families. Be aware of rumors that may start from this type of incident and address those rumors using facts.
All Personnel	<ol style="list-style-type: none"> 1. Determine if immediate medical attention is needed. If so, call 911. 2. Isolate the victim(s) from activity related to the incident. 3. Avoid asking any questions except to obtain a description of the perpetrator(s).

Storm/Severe Weather

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Administration	<ol style="list-style-type: none"> 1. If you are experiencing high winds or other severe weather which may affect your school site, contact the Business Office. 2. Gather more information using radio, weather app, etc and monitor weather forecasts and weather related communications to determine onset, duration and intensity of storm/windy conditions. 3. Before school hours, report to the school site early to determine conditions of school facilities and determine whether there is a need to close school due to weather. Notify utility companies of any break or suspected break in utility lines. 4. During school hours, enact "Shelter-in-Place" or other procedures to keep students and staff in sheltered areas. 5. Take appropriate action to safeguard students, staff and school property. 6. If necessary, close school and inform guardian(s) to pick up students immediately.
All Personnel	<ol style="list-style-type: none"> 1. Evacuate areas experiencing high winds or other severe weather conditions. 2. If necessary, follow "Shelter-in-Place" procedures and direct students away from windows.

Suicide Attempt

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

Administration	<ol style="list-style-type: none">1. Call 911 in the event of an overdose or injury requiring medical attention and if an immediate threat to the safety of the student or others exists.2. Calm the student(s) by talking and gather additional information, if possible. Try to have the student relinquish any life-threatening devices, if possible. Use extreme caution.3. Enact Crisis Team and ensure that a risk assessment is completed.4. If necessary, call emergency responders such as Child Protective Services for further guidance.5. Cancel other outside activities.
All Personnel	<ol style="list-style-type: none">1. Inform the main office of what was written, drawn, spoken and/or threatened.2. Move other students away from the immediate area, but remain with the student(s) until assistance arrives.3. Calmly talk to the student(s) to determine whether he/she/they have any life-threatening devices (such as a gun, knife, drugs, etc.). If possible, calmly remove them from the student(s) and the immediate environment. Do not struggle if you meet resistance.4. Calmly move the student to a prearranged, non threatening place away from other students where a Crisis Team member will intervene.

Threat/Assault

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally.

Administration	<ol style="list-style-type: none"> 1. Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine: <ol style="list-style-type: none"> a. Is the individual moving toward violent action? b. Is there evidence to suggest movement from thought to action? c. Is there potential for arrest and/or hospitalization? d. Is safety endangered because there is sufficient
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	<p>evidence of repetitive/intentional or unintentional infliction of emotional distress upon others?</p> <ol style="list-style-type: none"> 2. If necessary, call 911. Provide exact location and nature of incident and school response actions. 3. Isolate the threatening person(s) from other students and staff, if it is safe to do so. Initiate appropriate response actions which may include “Lockdown” or “Evacuate Building” procedures. 4. Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to defuse the situation. Call on the Crisis Response Team, if necessary. 5. If an individual is armed with any type of weapon, use extreme caution. Do not attempt to remove the weapon from the possession of the individual. 6. When possible, facilitate meetings with student(s) and guardian(s) to review expectations. 7. When possible, facilitate meetings with staff to review safe school plans and enlist the support of community service providers.
All Personnel	<ol style="list-style-type: none"> 1. If aware of any threat(s)/assault(s), contact the main office. 2. Remove student(s) from the area, if possible. 3. Follow all instructions from administration.

Tsunami

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

Administration	<ol style="list-style-type: none"> 1. Know the school facilities details in regards to height above sea level and distance from shoreline. Evacuation orders may be based on this information. 2. Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami. 3. Make appropriate off-site evacuation plans including evacuation routes and elevated, inland locations. 4. Monitor NOAA weather radio service or apps for tsunami warnings. 5. Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. 6. Notify the Business Office of school status. 7. Monitor latest emergency information including damage to roads, bridges, and other nearby structures. 8. Determine whether school will be closed or remain open.
All Personnel	<ol style="list-style-type: none"> 1. If there is a coastal earthquake, initiate “Duck, Cover and

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	<p>Hold-on” procedures.</p> <ol style="list-style-type: none"> 2. If there is a known threat of a tsunami based on area or information, move students to higher ground (at least 100 feet above sea level) or inland (at least two miles). 3. Follow all instructions from administration.
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Utility Failure

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

Administration	<ol style="list-style-type: none"> 1. Assess if utility failure presents a threat to safety. If so, call 911. 2. Notify the Business Office. 3. Contact the appropriate utility company, if directed. 4. If necessary, implement “Evacuate Building” and/or “Shelter-in-Place.”
All Personnel	<ol style="list-style-type: none"> 1. Notify the main office if any power lines, sewer lines, water lines or gas lines are off or broken at the school site. 2. Evacuate the immediate area. 3. Follow all instructions from administration.

Section V- Checklists

Site Emergency Operations Center

The Site Emergency Operations Center (SEOC) is located at each school site and shall be activated to coordinate all the information necessary to determine the overall status of the school and to assist in reporting the findings to the Business Office's Emergency Operations Center (EOC). The SEOC shall be staffed by school site personnel with the responsibility for managing any disaster which may affect it. The overall site will be coordinated by the site's Incident Commander (IC) which will likely be the site administrator or designee. The IC for the site shall activate the SEOC to coordinate personnel assignments as well as to provide information on the site to the Business Office. The SEOC shall have a master set of keys. Upon activation, the IC shall ensure that the SEOC has been staffed as a minimum as follows:

Emergency Roles at the School Site	
Emergency Role	Emergency Task
Incident Commander (IC)	Runs the emergency operations at the site.

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Secretary/Record Keeper	Take notes and accumulate data on work completed throughout the event.
Logistics Sections Chief	Responsible for management and distribution of supplies to appropriate teams/areas
Team Leaders	Run the following teams: Student Release/Reunion, Search and Rescue, First-Aid and Morgue, Food Services, Security, Utilities/Facilities
Others	May include maintenance staff, community volunteers, etc.

Communications

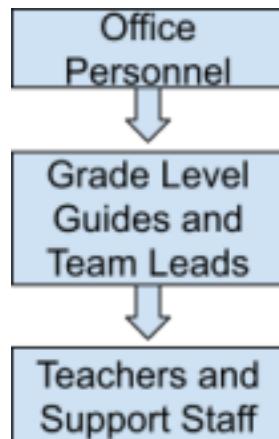
Emergency Situations Occurring Outside of Regular School Hours

Always contact the Executive Director and Director of Business and Operations Site Specific: For emergencies involving students/staff or property, notify the site administrator or designee immediately. If not available, contact the office personnel.

Emergency Situations Occurring During Regular School Hours

Always contact the Executive Director and Director of Business and Operations 1. The site administrator or designee will make the following announcement on the PA system.

2. If the PA system is not available, the site administrator or designee will use other means of communication, such as using walkie-talkies to mobilize support staff to deliver instructions, OR using the following telephone tree:



Emergency Functions

All Staff

All site staff shall supervise students during and after an emergency or disaster, maintain order, keep students calm, quiet and together during the emergency period. Staff shall make sure that all students in their charge are accounted for and in one location. If necessary, because of

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another assignment, a staff member may need to turn their class attendance sheet and emergency information over to the staff member's designated buddy who will supervise students while the staff member performs other emergency related tasks. A copy of the **General Checklist for Staff** is included in Appendix C.

Incident Commander

The Incident Commander (IC) is traditionally the site administrator or designee. The IC has the responsibility of setting up and coordinating the site's efforts in identifying and dealing with disaster issues which may occur. The **Incident Commander Checklist** is included in Appendix C.

The IC is responsible for assessing the type and scope of emergency to determine all building safety hazards and to designate safe shelter areas. The IC must periodically assess the situation and direct the teams accordingly. The IC is responsible for determining the need for, and requesting, outside assistance. The IC periodically communicates with the Director of Business and Operations to keep upper administration apprised of the situation status, as well as to coordinate resource allocation, press releases, and action plan items. The **Site Action Plan (Form E)** is included in Appendix D. A copy of **Incident Commander Checklist** is included in Appendix C.

Secretary/Record Keeper

The Secretary/Record Keeper is responsible for taking notes and accumulating data on the activities which take place during and after the disaster through the SEOC. This information is a

permanent record to be kept on file which reflects the work done by all of the SEOC members and would be used during the critique to be done well after the event is closed. The Secretary/Record Keeper maintains a log of all persons entering or leaving the SEOC. A copy of the **Site Check-in Log (Form F)** is included in Appendix D. After a disaster event has ended, the Secretary/Record Keeper is responsible for collecting all forms used by all SEOC staff members at the site and accumulates a file for these items at the site. As necessary, complete a type written record of all the events which occurred for clarity and better understanding. The Secretary/Record Keeper retains all original notes and documents as they are legal records.

Student/Staff Accountability Team

The Student/Staff Accountability team has a leader who is responsible for obtaining a complete list from all site staff on the **Student/Staff Accountability Form (Form I)** which is included in Appendix D. Once this information is collected, it is provided immediately to the IC. The Student/Staff Accountability team leader notifies site staff how and when students will be released. All records of releases shall be kept by the team leader and provided to the Secretary/Record Keeper at the close of the disaster.

A copy of **Student/Staff Accounting Team Checklist** is included in Appendix C. Pg. 53 of 103

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Logistics Section Chief

The Logistics Section Chief is responsible for supplies. The Logistic Section Chief provides, maintains and controls equipment, supplies, facilities and commercial services required by incident. The Logistic Section Chief directs the opening of the disaster storage container and handles all incoming requests for supplies or support.

The Logistics Section Chief supports the activation of the sanitation area, command post, shelter area, staff rest area, assembly area, student release/reunion gate, and first-aid and morgue area. The Logistics Section Chief also coordinates and processes requests for additional resources with upper administration.

A copy of the Logistics **Team Checklist** is included in Appendix C.

Student Release/Reunion Team

The Student Release/Reunion Team performs and implements the safe release of students to their guardian(s) or others listed as an emergency contact. The release of students and staff is done in coordination and under the approval of the IC.

The Student Release/Reunion Team Leader shall ensure that releases are only done within the guidelines set forth by this plan and that all students released have been accounted for through

the sign-out process. The Student Release/Reunion Team Leader shall ensure, as possible, that the release of students is done in an orderly manner.

The Student Release/Reunion Team shall use the Student Emergency Release Form (Form H) and shall keep a log of all releases on the Student Release Log (Form G). A copy of Release Team Checklist is included in Appendix C.

Search and Rescue Team

The Search and Rescue Team is responsible for searching the facilities for injured, controlling small fires, performing light rescue, shutting-off utilities as necessary, administering basic first aid, and controlling site security. A copy of Search and Rescue Team Checklist is included in Appendix C.

The Search and Rescue Team will provide information on its findings to the SEOC as soon as possible to assist in identifying areas where further assistance is required. Any additional equipment or documents are obtained from the IC and/or the emergency container. In addition to conducting classroom searches, the Search and Rescue Team is also responsible for controlling small fires by use of hand extinguishers. In the event of a large fire, the Search and Rescue Team should not attempt to fight the fire and should evacuate the building immediately.

First-Aid and Morgue Team

The First-Aid and Morgue Team is composed of the school nurse, health clerk, and other designated staff. The First-Aid and Morgue Team is responsible for identifying the injured and providing a location for the injured to be treated. The First Aid and Morgue Team administers basic first aid and logs all injury information on the First-Aid Care Notice (Form K) and Record of First-Aid Care Form (Form L). A copy of First-Aid Team Checklist is included in Appendix C.

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The First-Aid and Morgue Team is also responsible for handling fatalities and establishing a morgue. The First-Aid and Morgue Team reports to the IC at the SEOC.

Mortality Management Guidelines

These guidelines apply to the SEOC, IC, and Search & Rescue Team, as well as the First-Aid and Morgue Team.

Responsibilities: After pronouncement or determination of death:

- *Do not remove any personal effects from the body. Personal effects must always remain with the body.*
- Attach tag to body with the following information
 - Date and time found
 - Exact location where found
 - Name of descendant, if known
 - If identified – how, when, by whom
 - Name of person filling out tag
- Place body in plastic bag(s) and tape securely to prevent unwrapping, or, if available, place body in body bag and secure to prevent unwrapping.
- Securely attach a second tag with the same information as above to the outside of the bag.

- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body – store separately.
- Move the properly tagged body with its personal effects to the designated morgue area.
- Consider:
 - Tile, concrete, or other cool floor surface (cover flooring with plastic to protect the surface).
 - Accessibility for vehicles.
 - Remote from the Assembly Area.
 - *Do not* use school refrigerators or freezers.
- As soon as possible, notify LAPD of the location and, if known, the identity of the body. They will notify the coroner.
- Keep accurate records and make available to LAPD/Coroner when requested.
- Keep unauthorized persons out of the morgue.

NOTE: In most instances of death, the body will be trapped under rubble and should be left in place until the coroner or other authorized responder arrives at the scene. Follow the guidelines regarding date, time, location, identity, and other pertinent information/circumstances. Most likely, the only bodies that will be in a morgue area will be persons who died while at the Medical/First Aid Station.

Food Service Team

The responsibility of the Food Service Team is to determine the feeding and water needs of students and staff and to set up cooking facilities as required. The Food Service Team coordinates with the SEOC. A copy of the Food Service Checklist is included in Appendix C.

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The Security Team is responsible for ensuring the safety and security of all school staff and students. The Security Team reports to the IC and coordinates with Emergency Responders. The Logistics Team will provide any supplies or equipment needed.

If directed to do so, the Security Team will lock gates and major external doors. The Security Team will verify that the campus is locked down and report the information to SEOC. A copy of the Security Team Checklist is included in Appendix C.

Utilities/Facilities Team

The Utilities/Facilities Team is responsible for complete shut-off or shut-down of site utilities (electric, water and gas) as necessary.

Utility Team Leader shall assign staff to the various utilities to be inspected and as necessary they will be shut-down or shut-off. The utility locations are shown on the next page.

Shutting Off Utilities- Electricity

A serious injury may occur if proper procedures are not followed when shutting off the main

electrical service at the marked panel box (turning off power to the entire site). It may be that the power supply into the site was interrupted by either a line breakage or automatic cut off by the Electric Company. Never shut off electricity unless you are properly trained and authorized to do so by the site administrator or designee in an emergency; however, if it becomes necessary for site personnel to shut off the main power supply to the site, please follow these instructions:

- a. NEVER SHUT OFF THE MAIN SWITCH OR CIRCUIT BREAKER FIRST - EVEN IN AN EMERGENCY!
- b. Begin the electrical shutdown by turning off the sectional switches or branch circuit breakers first (these would be the smallest switches or circuit breakers in size).
- c. Progressively shut off electrical switches and circuit breakers as they either increase in physical size or as they decrease in distance from the main switch or breaker panel. Keep track by writing down the order in which the switches or circuit breakers were turned off.
- d. It may be that the main circuit breaker panel may have numbers along the side or beneath each circuit breaker. Usually the main breaker will be marked #1 and the handle will be the largest in size. Secondary breakers will be marked #2 and so on and the handles and switches will be smaller than the #1 switch.
- e. Electrical service should be turned on in reverse order, starting with the main switch or circuit breaker. The same situation applies if switches (levers) are installed on the main panel instead of circuit breakers.

If these procedures are not followed, a severe electrical flash may result, causing blindness or an electrical explosion may occur, causing extremely severe physical injury or even death.

Shutting Off Utilities- Gas

Since leaking natural gas can cause a fire or contribute to its growth, the hazard of fire is of primary concern to the site. Never shut off gas unless you are properly trained and authorized to

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do so by the Principal. The main gas supply must be shut off as quickly as possible ONLY IF YOU SMELL GAS. If you do not smell gas, leave the valve alone.

Never turn gas valves back on, wait for the arrival of the local Gas Company staff to turn on such systems to ensure they are working properly.

Shutting Off Utilities- Water

After a disaster strikes, it may be necessary to conserve on-site water or to cut off the flow to broken water pipelines located on the site. Never shut off Water unless you are properly trained and authorized to do so by the site administrator or designee. The major source of drinking water will be found in the site's emergency water supply containers which will be utilized by the site administrator or designee, as necessary.

In addition, another source of water can be the hot water tank located at the site. It is important to know the location of the water shut off and to be able to quickly shut off the supply so the water in the hot water tank is not siphoned back into the city water mains which will likely be ruptured and contaminated.

Appendix A- Staff Assignments and Buddy List

The site administrator or designee should survey staff for preference of assignments (medical, search & rescue, field supervision). A **Staff Resource Survey Form (Form A)** is included in Appendix D. The site administrator or designee also needs to complete a buddy teacher list at the beginning of each school year and update as needed; the current Buddy List for each site should be included in Appendix A. A **Buddy List Form (Form D)** is also included in Appendix D.

Appendix B- Map of School Sites

The Director of Business and Operations will compile all school site maps, including outdoor and indoor evacuation areas, evacuation routes and traffic control map, the beginning of each school year and update as needed. The site administrator will compile site-specific emergency maps showing SEOC, assembly areas, first-aid, and sanitary areas.

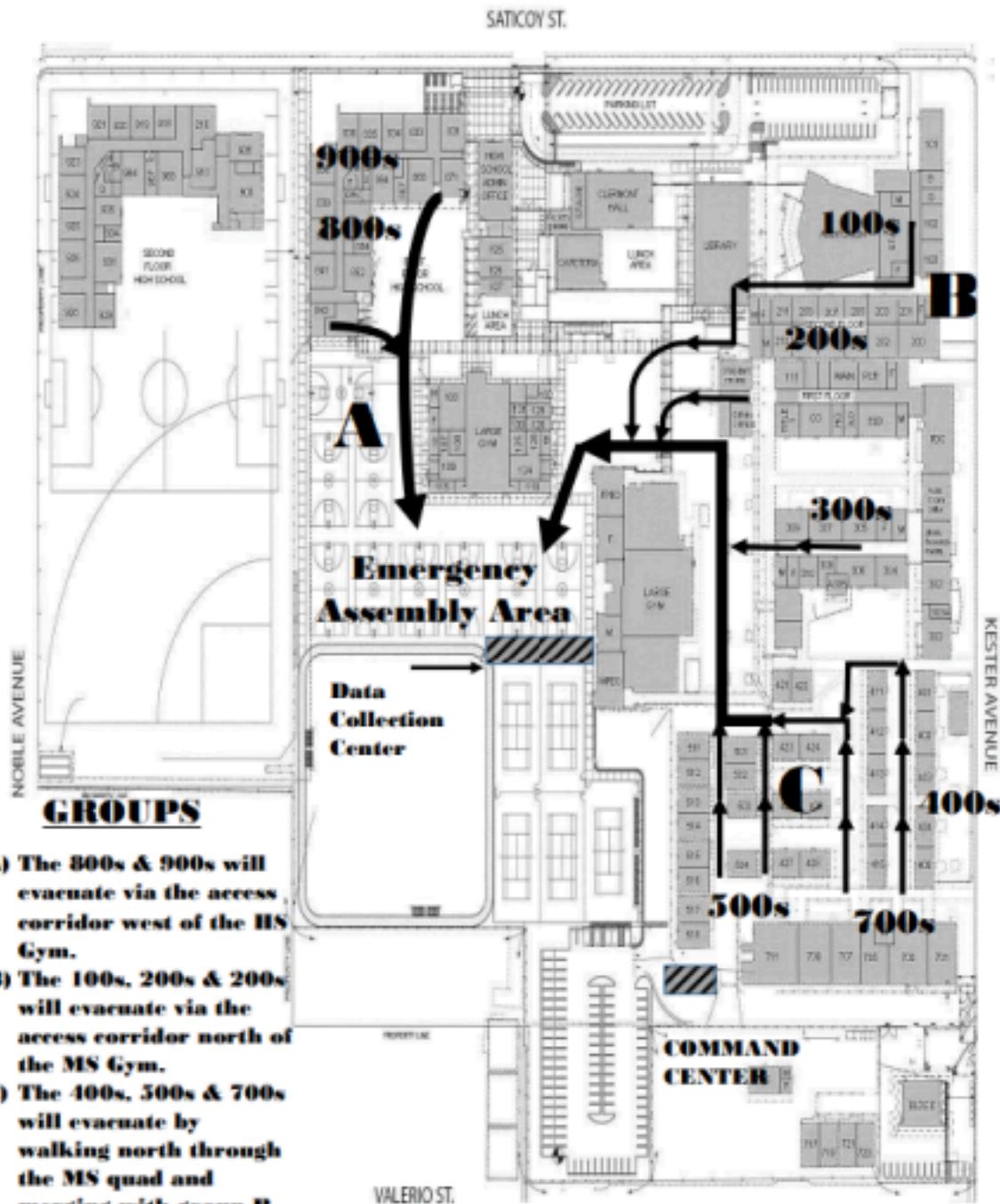
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Lashon Academy Valley

TK-6th grade- Co-located with Fulton College Prep

Robert Fulton College Preparatory School

7477 Kester Avenue, Van Nuys, CA 91405

818.947.2100



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6th-8th grade- Co-located with Valerio Street Elementary School



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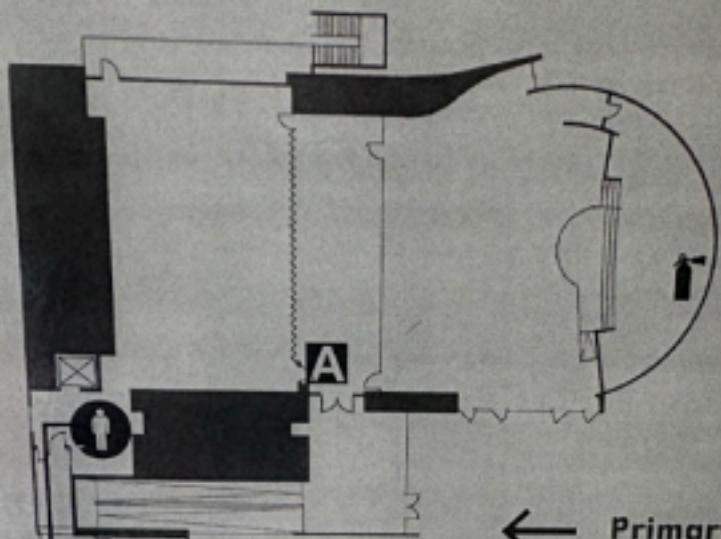
Valley Village- ETK-1

2ND LEVEL EVACUATION PLAN

12326 RIVERSIDE DRIVE

TEMPLE BETH HILLEL

→
north



← Primary exit route

● You are here

■ Fire extinguisher

■ Pull station

■ Stairs

□ Elevator

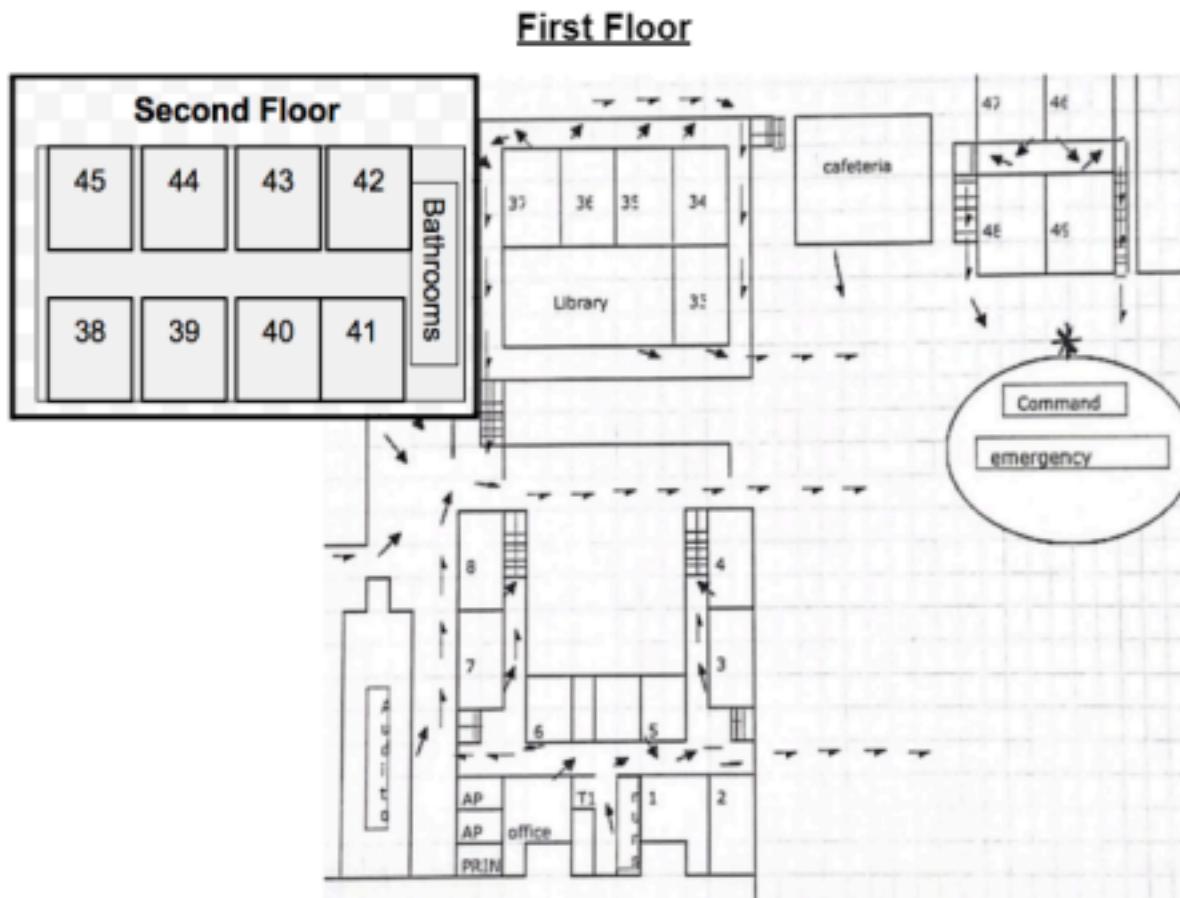
EMERGENCY TELEPHONE NUMBER: 911

VISUAL ALARM: FLASHING LIGHT

FIRE ALARM SOUND: WOOP WOOP

IN CASE OF FIRE USE STAIRWAY
FOR EXIT. DO NOT USE ELEVATOR.





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Appendix C- Checklists

Pre-Disaster Emergency Preparedness Checklist

The following items should be verified as indicated. It is the responsibility of both the Director of Business and Operations and the site administrator to ensure verification is accomplished. This checklist should be completed for each site.

Emergency Preparedness Task	Date Verified	Person Verifying
1. Maps indicating utility shut-offs are posted and entire staff have been instructed in shut-off procedures		
2. Shut-off tools are available.		
3. Evacuation routes are posted in all classrooms.		
4. A secure facility outside of Business Office has been identified for storage of backup copies of vital data such as personnel, payroll, attendance and business records		

5. Fire extinguishers are charged		
6. Disaster team assignments have been made and appropriate in-services have been scheduled by the beginning of the school year		
7. Disaster response procedures have been reviewed with all staff by the beginning of the school year and there is a plan to train any new staff.		
8. Buddy List and Emergency Tasks has been created and distributed by the beginning of the school year and there is a plan to train any new staff.		
9. Preplanning site specific aspects have been addressed and attached to this plan.		
10. Office staff have access to emergency two-way radios and how to operate.		
11. Emergency two-way radios are tested by the beginning of the school year and scheduled to be tested each subsequent month.		
12. Emergency lights are tested by the beginning of the school year and scheduled to be tested each quarter, if applicable.		
13. EXIT lights are tested by the beginning of the school year and scheduled to be tested each quarter, if applicable.		

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14. First-aid supplies and other disaster response supplies are on hand and the location is known to applicable staff. <ul style="list-style-type: none"> • Bulk water has been checked for expiration date. Siphon pumps and directions have been located. Water distribution method has been determined. • Disaster supplies (in subsequent checklists) have been checked • Batteries have been changed, if necessary • Missing supplies have been replaced, if necessary • Adequate copies of applicable forms/logs are available 		
15. Emergency drills have been scheduled.		
16. Identified potential hazards have been corrected by site staff or work orders for correction have been issued.		
17. Hazard identification inspection has been scheduled.		

18. Emergency phone numbers have been verified.		
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Hazard Identification Checklist

Identify Potential Earthquake Hazards in Work Areas

This checklist will help you identify common earthquake hazards that can be reduced or eliminated at little or no cost. The Hazard Inventory should be completed for each room by October 1 of each year and submitted to the site administrator. The site administrator will coordinate with the Director of Business and Operations to remediate any potential hazards.

Site: _____

Area Inspected: _____

Date Checked: _____

Prepared by: _____

- Are free-standing cabinets, bookcases, and wall shelves secured to a structural support?
- Are heavy objects removed from high shelves?
- Are potentially hazardous displays located away from seating areas?
- Are TV monitors securely fastened to securely fastened platforms?
- Are TV monitors securely attached to portable (rolling) carts with lockable wheels?
- Are computers securely fastened to desks?
- Are computers securely attached to portable (rolling) carts with lockable wheels? ● Are computer monitors securely attached to computer CPUs or desks? ● Are wall-monitored objects (clocks, pictures, etc.) secured against falling? ● Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?

SEOC/IC Checklist

The Incident Commander (IC) has the responsibility of setting up the SEOC and coordinating the site's efforts in identifying and dealing with disaster issues which may occur. The IC shall complete the following to obtain information, identify areas of need and to report the information collected to Lashon Academy's Emergency Operations Center (EOC)

Initial Response

- Assess type and scope of emergency to determine all building safety hazards and safe shelter areas through team survey. Use building checklists and/or Search and Rescue teams to complete.
- Activate Site Emergency Operations Center (SEOC) and coordinate personnel assignments as noted on Personnel Assignment Form
- Provide checklists and other forms to Team Leaders assigned to Search and Rescue; Communication, Security, Medical Team, Utilities team, etc.
- Direct the evacuation of school buildings in the event of a fire or after an earthquake if the building is damaged or unsafe.
- Establish communications and report to the EOC information relative to employee, student and facility status.
- Implement Lashon Academy's Action Plan to control hazards and protect employees, students, and the facility.
- Interface with Emergency Responders and update them on school situations and actions taken. If possible, provide them with a written damage assessment report. • Coordinate all school emergency procedures, and monitor situations by communicating with teachers, students and emergency responders.
- Arrange for student transportation through the proper SEOC communications request if

the situation requires the total evacuation of the school site for safety reasons. • Notify the EOC of any change or situation status, emergency problem or need for resources.

Ongoing Tasks

- Receive reports and information back from Team Leaders. Ensure Secretary/ Record Keeper is provided with all documents, forms etc. generated throughout the event for log-in and safekeeping.
- Assess information received, and with Team Leaders, develop an Action Plan to deal with needs identified (use attached form).
- Fill in the SEOC questionnaire and prepare to answer their communications call. Provide only the information requested.
- Reconvene the Team Leaders to update areas or concerns which may need to be reviewed again and ensure all questions or concerns have been addressed • Update SEOC information relative to employee, student, and facility status. • Implement and amend, as appropriate, Lashon Academy's Action Plan to control hazards and protect employees, students and the facility.
- Interface with Emergency Responders and update them on school situations and actions taken.

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- Continue to coordinate all school emergency procedures and monitor situations by communicating with teachers, students and emergency responders.
- Notify the EOC of any changes or situation status, emergency problem or need for resources.

Closing Tasks

- Close SEOC and collect all documents, checklists, action plans, and other items generated and preserved.
- At some time after the event, meet with SEOC members to review and critique response actions to identify areas to be improved upon. Report findings to SEOC staff as well as site staff.

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Logistics Section Chief Checklist

The Logistics Section Chief is responsible for supplies.

Responsibilities

- Obtain cap and identification vest.
- Review all Emergency Checklist items, and assign/delegate responsibility to subordinates.
- Obtain briefing from IC
- Direct the opening of the disaster storage container.
- Process incoming requests for support. Make sure other functional areas are involved as

necessary.

- Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.
- Support the activation of the sanitation area, command post, shelter area, staff rest area, assembly area, student release gate, morgue, and treatment area.
- Determine the extent of current and anticipated field operations and plan necessary logistical support.
- Provide, maintain and control equipment, supplies, facilities, and
- commercial services required by incident.
- Coordinate and process requests for additional resources with the Director of Business and Operations

Disaster Bin Supplies

- Clipboards
- Pens
- Scissors
- I.D. vests
- Whistles
- Bull horns
- Masking tape
- Necessary forms for Secretary/Record Keeper

Ensure all other teams have their appropriate supplies:

- Food Service Team
- Release/Reunion Team
- Search and Rescue Team
- First-Aid and Morgue Team
- Security Team
- Utilities Team

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Student/Staff Accounting Team Checklist

Team Leader Checklist

- Obtain a complete list from all site staff on Student/Staff Accountability Form. Once collected, provide this information immediately to the IC.
- Notify site staff how and when students will be released. All records of releases shall be kept by this Team's Leader and provided to the Secretary/Record-Keeper at the close of the disaster.
- Ensure evacuation of offices/classrooms is completed and assembly areas are being used. Keep students or staff in class/staff groups.

- Obtain roll sheets and report information to IC.
- Evaluate injuries. Provide minor first aid or send to First-Aid station set-up within or near the assembly area.
- As required, assign other staff under the buddy system.

Accounting Team Responsibilities

- Make sure that all students in your charge are accounted for and in one location.
- Supervise students during and after an emergency or disaster.
- Maintain order, keep students calm, quiet, and together during the emergency period • If necessary, because of another assignment, turn the class list and emergency cards over to your designated buddy who will supervise students while they perform other emergency related tasks.
- Do not directly release students to parents. Release will be done through the Student Release system and under the approval of the IC

Materials Needed (all materials should be stored in/near exit door)

- Attendance sheet
- Books, cards, games
- Pre Packed emergency bag
- Your own personal overnight bag

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Food Service Team Checklist

The Food Service Team is composed of the school's cafeteria and teaching staff.

Equipment/Supplies

- Emergency Response Plan School
- Disaster ID Vest
- Pencils/Pens/paper
- Food and water

- Paper plates, cups, napkins, plastic utensils
- Flashlights

*Request all other resources through Logistics.

Responsibilities

- Determine feeding and water needs.
- Coordinate food and water needs with Ivy Academia's Logistics Section.
- Setup cooking facilities as required.
- Set up an area for the feeding of students and staff.

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Release/Reunion Team Checklist

Team Leader Responsibilities

This Team Leader is responsible for carrying out the release of students and staff as requested by the IC due to the unsafe conditions at the site. Team Leader shall ensure that releases are only done within the guidelines set forth by the District and that all students released have been accounted for through the sign-out process. Ensure as possible, that the release of students is done in an orderly manner.

Materials Needed

- Attendance sheet
- Form G- Student Release Log
- Form H- Student Emergency Release Form
- Pencils/pens/paper
- Table & chairs
- Student Emergency Contact Cards

Checklist

- Ensure that all release forms and cards as well as emergency cards are obtained from the Disaster bin along with pens, pencils, paper, etc.
- If directed by the IC, activate the student release area and set up tables and chairs for release staff to operate from.
- Have at least two persons assigned to the release table and have two staff members acting to keep the persons retrieving children in a calm state during this process. ●
- Complete release of students by using either a class-by-class approach or by other means which may be available.
- Never release a student unless they are the parent, relative, or other person identified on the student's Emergency Card & have Identification.
- OBTAIN NAME, SIGNATURE AND WHERE THEY ARE GOING ON A RELEASE CARD OR FORM BEFORE PERSON IS RELEASED!

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Search and Rescue Team Checklist

Materials Needed

- Obtain equipment and documents from the SEOCC and/or the emergency container.
- Master Keys
- Emergency Tools
- Signs, flags, ribbons

- First aid kit
- Stretcher/Wheelchair
 - Blankets
- Gloves
- Hard Hats
- Flashlights
- Complete Form I-Student/Staff Accountability Forms

Checklist

- Report to the Search and Rescue Team Assembly Area near the SEOC and obtain group checklists and equipment.
- Team Leader should obtain missing/presumed missing information from Student/Staff Accounting Team Leader, noting missing students and last known location. • After reviewing information provided by staff, develop a quick assessment and strategy to complete tasks, and report back to the rest of Search and Rescue team members. • Assign team members to check all classrooms on assigned route, check visually, and vocally to determine situation, and identify situations in need of further assessment or assistance.
- Control small fires through use of hand extinguishers. In the event of a large fire, do not attempt to fight; evacuate buildings immediately.
- If utilities present a hazard and have not already been shut off, if trained shut-them off and report data to IC (i.e. broken water, gas or electric lines).
- Team members report findings to the Team Leader.
- Team leader to inform IC of situations
- requiring assistance or other information needed as to status of site and buildings.
- Use signs, barrier tape, etc. to designate unsafe areas, required Assembly Locations, Student Release Area etc.
- Control access to facilities or unsafe areas, as required.

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Identify injured and provide a location for injured to be treated. Administer basic first aid and log all injuries and injured students/staff on forms provided.

Materials Needed

- Fire extinguishers
- Blankets
- First aid kit
- Student information lists
- Identification tags
- Flashlights
- Completed Form J- Injury/Information Reporting Form
- Form K- Notice of First-Aid Care
- Form L- Record of First-Aide Care Form

Checklist

- Report to Site Emergency Operations Center (SEOC) to aid in identifying injured. As requested by the IC, contact Team Leaders and the Student/Staff Accounting Team for injury information.
- If necessary, establish a first-aid treatment area and as possible, transport injured to this area for care.
- Provide basic First-Aid care as needed and identify injured by using tag systems. Tag injured persons to identify their name, type of injury and where (if possible) injury took place.
- If necessary and capable, utilize a triage system to determine injured care and transportation priorities. Cooperate with and assist local emergency responders.
- Cover any fatalities with a blanket.
- Report to the IC and SEOC all relative information using the attached reporting form. Pg. 74 of

Security Team Checklist

Materials Needed

- Master keys
- Emergency response plan
- School disaster ID vest
- Pens, pencils, markers, paper
- Clipboard
- 2-way radio

*Request all other resources through Logistics

Responsibilities

- Ensure the safety and security of school staff and students.
- Report to the SEOC.
- Coordinate with Emergency Responders for assistance when necessary.
- Take no action that will endanger yourself.
- Obtain a hard hat (if necessary), disaster identification vest, this checklist, a clipboard, and a radio.
- If directed to do so, lock gates and major external doors.
- Verify that the campus is locked down and report the same to SEOC.
- Advise SEOC of all actions taken.
- Route Emergency Responders as appropriate.

Utilities Team Checklist

- Materials Needed
- Master keys
- Flashlight
- Signs, flags, ribbons
- First aid kit
- Gloves
- Hard hats
- Disaster ID vest
- Radio

Checklist

- The Utilities team is responsible for fire suppression, utility control, and hazards isolation.
- Utility Team Leader shall assign staff to the various utilities to be inspected and as necessary, to be shut-down or shut-off.
- Provide each team member with the appropriate utility shut-off checklist and information.
- Take no action that will endanger yourself.
- Complete shut-off or shut-down of all site utilities (electric, water and gas), as necessary.
- Retrieve information from Utility Team Members after they have completed their sweep of the site.

- Provide status of utilities to the SEOC and IC as soon as it is available.
- As directed and trained, turn back on utilities, if safe to do so.
- Report any damage to the IC at the SEOC)

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Appendix D- Forms

Form A- Staff Resources Survey

During any disaster situation, it is important to be able to draw from all available resources. The special skills and capabilities staff will play is a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. This survey is to pinpoint those staff members with the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your site administrator.

Areas of skill/proficiency:

First Aid (current card Yes No)

CPR (current card Yes No)

Running/jogging

Amateur radio

- Bus/truck driving (License Class _____)
- Rescue (techniques and/or equipment – winch, crane, towing)
- Carpentry, plumbing, welding (specify: _____)
- Survival techniques
- Bicycle, motorcycle, another motorized bike
- 4-wheel drive vehicle (off-road vehicle)
- Camping skills (setting up tents, outdoor cooking, outdoor sanitation) Other: _____
-
-

Please indicate any special equipment that might be available to you at the school site.

(Examples: 4-wheel drive vehicle, van, motorcycle, HAM radio, winch, tow equipment, etc.):

Name: _____ Site: _____ Date: _____

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Form B- Staff Emergency Medical Information

During any disaster, it is imperative that we have information to help respond to any medical needs of our staff. This survey is to pinpoint what, if any, medical needs may need to be addressed during an emergency situation. Please indicate the areas that apply to you and return this survey to your site administrator. If any information changes throughout the school year, please connect with your administrator to update this information.

Medication taken on a regular basis:

Name of Medication	Dosage	Frequency	Reason

--	--	--	--

It is suggested that you carry a 3-day supply of medication with you.

I have the following allergies: _____

I wear corrective lenses/contact lenses: Yes _____ No _____

Other pertinent health/medical information: _____

Name: _____ Site: _____ Date: _____

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Form C- Disaster Drill Log



Emergency Drill Log
Campus

Month	Type	Date	Time	Time to Evacuate	Notes/Comments
August	Fire				
September	Lockdown				
October	Earthquake Great Shakeout				
November	Fire				
December	Earthquake				
January	Fire				
February	Lockdown				
March	Fire				
April	Earthquake				
May	Lockdown				

Forward to the Director of Business and Operations at the end of each school year. Pg. 79 of

Form D- Buddy List

The site administrator or designee should survey staff for preference of assignments (medical, search & rescue, field supervision). The site administrator or designee also needs to complete a buddy teacher list at the beginning of each school year and update as needed; the current Buddy List for each site should be included in Appendix A

Site: _____

Date Last Updated: _____

Prepared by: _____

Staff assigned to an emergency task should be paired with staff assigned to supervise students in the Assembly Area. In an emergency, when directed to "Evacuate Building," all staff will take any emergency items and move their class to the Assembly Area. Staff assigned to an emergency task should take attendance and then hand off responsibility of student supervision to their Buddy Teacher and report to the SEOC.

Responsible for Student Supervision		Assigned to an Emergency Task		
Room #	Staff	Room #	Staff	Emergency Task

Make copies if additional lines are needed Pg ____ of ____ Pg. 80 of 103 Lashon CSSP

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