

El Sol Science and Arts Academy

328 W Halesworth St. Santa Ana, CA 92701 (714) 543-0023



Comprehensive School Safety Plan 2026-2027

School Site Council Review:

Presented to the Board of Trustees for adoption

El Sol Science and Arts Academy



Comprehensive School Safety Plan - Signature Page 2026-2027

The undersigned members of the El Sol Science and Arts Academy Safety Committee certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Monique Daviss, Executive Director 08/21/2026

Tristan Gude, Chief Operations Officer 08/21/2026

Sara Flores, Chief Student & Family Supports Officer 08/21/2026

Jenny Zavala, Chief Academic Officer 08/21/2026

Zac Bell, Dean of Students 08/21/2026

Alejandrina Guillen, Office Manager 08/21/2026

Martha Rodriguez, Office Manager 08/21/2026

Juan Hernandez, Teacher 08/21/2026

Jazmin Pantoja, Teacher 08/21/2026

Benjamin Lopez, Teacher 08/21/2026

Edwin Guillen, Parent 08/21/2026



INTRODUCTION	4
ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME	5
CHILD ABUSE REPORTING PROCEDURES	6
SUMMARY OF CHILD ABUSE REPORTING REQUIREMENTS.....	7
SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS	36
GENERAL EMERGENCY ACTIONS	37
EMERGENCY PROCEDURES	50
EMERGENCY RESPONSES	67
SUSPENSION AND EXPULSION POLICIES.....	80
PROCEDURE TO NOTIFY TEACHERS OF DANGEROUS PUPILS	82
BULLYING POLICY	83
HATE-MOTIVATED BEHAVIOR POLICY	86
WEAPONS and DANGEROUS INSTRUMENTS	87
PERSONAL or MENTAL HEALTH COUNSELING.....	88
DRESS CODE	89
PROCEDURES for SAFE INGRESS and EGRESS	91
MAINTAINING a SAFE and ORDERLY ENVIRONMENT	92
SCHOOL SAFETY COMMITTEE	93
HEALTH PRECAUTIONS	94
WORKPLACE VIOLENCE PREVENTION PLAN	95
INSTRUCTIONAL CONTINUITY PLAN (ICP)	102



INTRODUCTION

Definition of a Safe School

“Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical violence or psychological harm. They are characterized by sensitivity and respect for all individuals, an environment of nonviolence, clear behavioral expectations, disciplinary policies that are consistently and fairly administered, students’ affiliation and bonding to the school, support and recognition for positive behavior, and a sense of community on the school campus. Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms.”

From Safe Schools: A Planning Guide for Action, California State Department of Education

Rights

“All students and staff of primary, elementary, junior high, and high schools have an inalienable right to attend campuses which are safe, secure, and peaceful.”

California Constitution, Article 1, and Section 28(c): Right to Safe Schools

Legislative Intent

“It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process.

For the purpose of this section, a ‘safety plan’ means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.” (Ed. Code 35294)

Approval and Annual Review

The el Sol Academy Comprehensive School Safety Plan will be reviewed, evaluated, and amended as needed each school year by the Safety Committee.

Our Goals

This Comprehensive School Safety plan has several overarching goals. They are as follows:

- To help create a school atmosphere that is safe, respectful, fair, and conducive to learning.
- To prepare ourselves to respond calmly and competently to any possible disaster, keeping foremost always the safety and well-being of students and staff.
- To comply fully with all requirements of the California Education Code.



ASSESSMENT OF THE CURRENT STATUS OF SCHOOL CRIME

El Sol Science and Arts Academy conducts an assessment of the current status of school crime committed on the school campus and at school-related functions by reviewing the following types of information:

- Local law enforcement crime data
- Suspension/Expulsion data found in the Student Information System
- Behavior Referrals
- Attendance rates/School Attendance Review Board data
- California Healthy Kids Survey data
- School Improvement Plan/LCAP



CHILD ABUSE REPORTING PROCEDURES

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse and neglect to Child Protective Services and to the school principal/administrator.

When a case of child abuse or neglect becomes apparent or is suspected, the employee having knowledge of the abuse or neglect will immediately report the abuse to Child Protective Services and/or the local law enforcement agency. The employee will submit a written report within 36 hours. The employee and the school administrator will develop a plan to assure ongoing monitoring of the student. School staff members will work closely with police and/or Child Protective Services to follow up as needed. Cases of reported child abuse will be kept in close confidence. Copies of written reports are maintained in the school office.



SUMMARY OF CHILD ABUSE REPORTING REQUIREMENTS

CHILD ABUSE AND NEGLECT

Penal Codes 11165-111674.3

Who Must Report?	Penal Code 11165.7 specifies 35 job categories as mandated child abuse reporters, including: • Teacher • An instructional aide • A teacher's aide or teacher's assistant • A classified employee of any public school • An employee of a child care institution The responsibility for making an official report rests on the individual employee. Reporting suspected abuse or neglect to a supervisor does not fulfill it.
What Gets Reported?	Suspected child abuse or neglect, which includes physical, sexual, and emotional abuse.
To Whom is the Report Sent?	County welfare agency, probation, or a police or sheriff's department
What is the Timeframe for Reporting?	1. Report by telephone immediately, or as soon as possible 2. Submit a written report within 36 hours



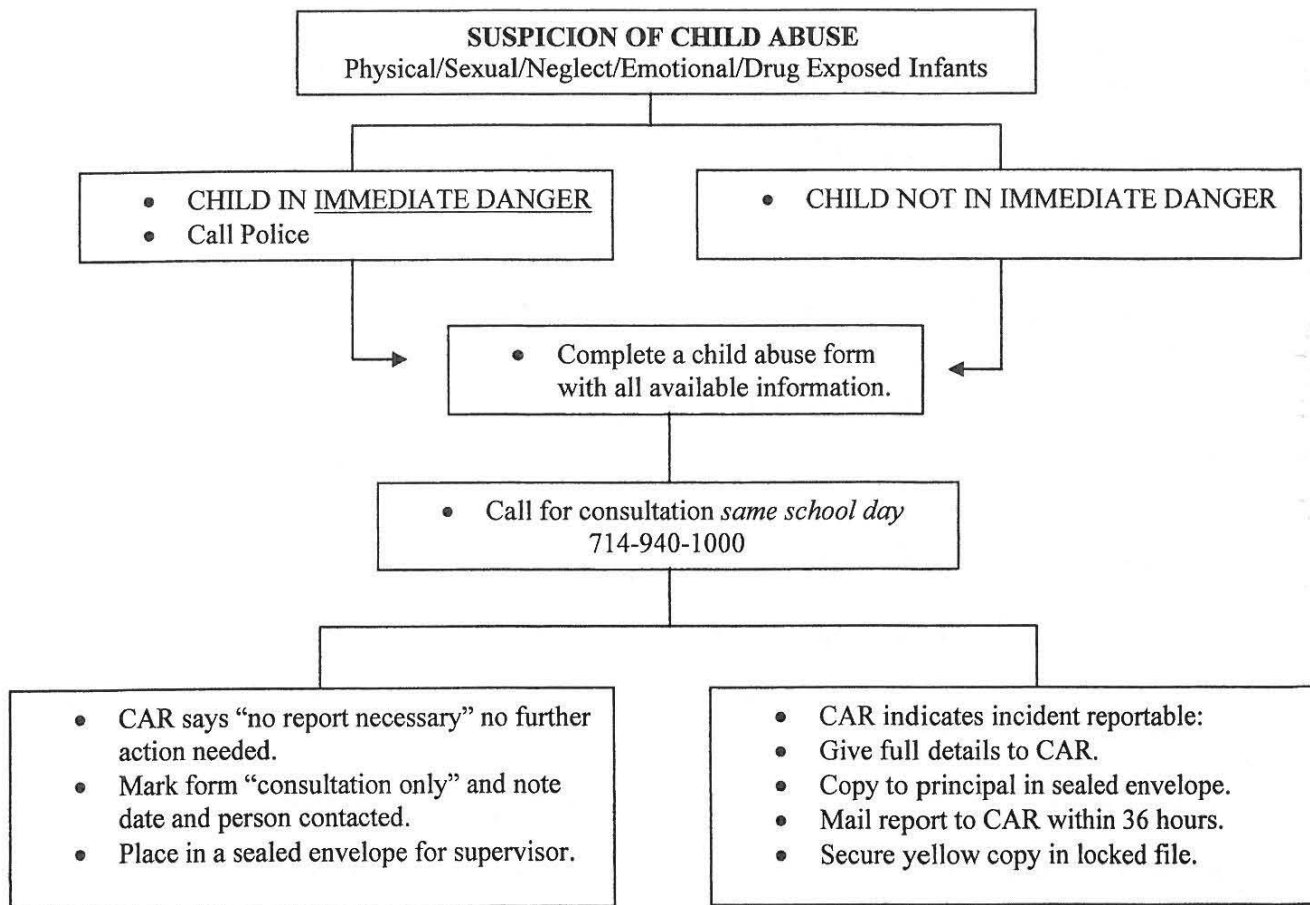
SUMMARY OF CHILD ABUSE REPORTING REQUIREMENTS

HOW TO REPORT

A report must be made to the Orange County Child Abuse Registry by phone (714) 940-1000. It must be followed up within 36 hours by a written Suspected Child Abuse Report (SS 8572), or by doing it online at ssa.gov.com. Mail original child abuse report to:

Child Abuse Registry
P.O. Box 14102
Orange, CA 92868-1502

CHILD ABUSE REPORTING PROCESS



* Note CAR = Child Abuse Registry

FEEDBACK TO REPORTER

After the investigation is completed or the matter reaches a final disposition, the investigating agency must inform the reporting professional of the results of the investigation and any action the agency has taken (PC 11170(b)).



Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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



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/calaw.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 make 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 report or the person taking as telephoned report.

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.

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 Pac Islndr	26 White	31 White-Romanian



STAFF TRAINING

All El Sol Science and Arts Academy certificated and classified staff members receive training on child abuse reporting requirements and procedures, and receive a copy of the *Handbook for Child Abuse Reporters*. As part of the school's *New Hire Checklist*, all employees are required to sign off that they understand their responsibilities as a mandated child abuse reporter.



OATH OR AFFIRMATION

El Sol Science and Arts Academy – Administrative Regulation 4112.3

All public employees are disaster service workers. As such, before beginning employment with the school, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all school employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

(Amended by Stats. 1971, Ch. 38.)

USE OF SCHOOL FACILITIES

El Sol Science and Arts Academy - Board Policy 3516

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.



EMERGENCY PLAN

Governing Board

Anaida Colon-Muniz, President

Kristy Ollendorff, Treasurer

Kelly Reyes, Secretary

Javier Rivera Carbone, Member

KEY SCHOOL EMERGENCY NUMBERS

Office/Department	Phone Number
Executive Director's Office	714-543-0023 Ext. 415
Child Nutrition	714-543-0023 Ext. 811
Information Technology Services	714-543-0023 Ext. 710
Maintenance & Operations	714-543-0023 Ext. 710
Special Education	714-543-0023 Ext. 765
Learning Student Support Services	714-543-0023 Ext. 601



EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
LAW ENFORCEMENT		Phone
If more than one agency serves your area list each in alpha order in a separate box below.		
FIRE		Phone
If more than one agency serves your area list each in alpha order in a separate box below.		
HOSPITALS	Address	Phone
OTHER SERVICES		
Animal Control		714-935-6848
Poison Control		800-222-1222
O.C. County Environmental Health		714-433-6000
O.C. County Hazardous Materials and Waste		714-433-6000
O.C. County Public Health and Human Services		714-834-8385
O.C. County Office of Education		714-966-4000
O.C. County Office of Emergency Services		714-628-7054
Gas		800-252-0259
Electric		800-655-4555



SCHOOL CHAIN OF COMMAND

POSITION	NAME	OFFICE PHONE	CELL PHONE
Executive Director	Monique Daviss	Ext. 415	
Chief Operations Officer	Tristan Gude	Ext. 710	714-767-6078
Chief Student & Family Supports Officer	Sara Flores	Ext. 765	714-975-0544
Chief Academic Officer	Jenny Zavala	Ext. 601	714-397-5380
Dean of Students	Zac Bell	Ext. 808	

Emergency: 911

Fire Department: 714-573-6000

Santa Ana PD: 714-834-4211

To dial out, press 9, 1, and then
the area code.

Page:

Entire Campus: 299

All Elementary Classrooms: 301

All Middle School Classrooms: 300

Front Office: 700

Front Office and MS Office: 200

Administration: 302

Glow House: 303

Administration House: 304

White House: 305



STAFF PHONE LIST

Phones - Building - C	
Room #	Ext.
Room C-101	701
Room C-102	702
Room C-103	703
Room C-104	704
Room C-109	705
Room C-110	706
Room C-111	707
Room C-Data	710
Room C-201	711
Room C-202	712
Room C-203	713
Room C-204	714
Room C-RSP	715
Room C-Lounge	716
Room C-211	717
Room C-212	718
Room C-213	719

Phones - Main Office	
Room #	Ext.
Office - Main	761
Office - Main	762
Office - Main	763
Office - Health Office	764
Office - Sara Flores	765
Office - After School	766
Office - Conf. Room	767

Phones - Glow-House	
Room #	Ext.
Glow - Lobby	600
Jenny Zavala	601
Jessica Aguilar	602
Glow - Conf. Room	603
Glow - Kitchen	604
Glow - Room # 1	605
Glow - Room # 2	606
Aileen Lipiz	611
Glow - 2nd Kitchen	612

Phones - Building - B	
Room #	Ext.
Room-B-104	504
Room-B-105	505
Room-B-106	506
Room-B-107	507
Room-B-108	508
Room-B-109	509
Attendance	510
Room-B-203	513
Room-B-204	514
Room-B-205	515
Room-B-206	516
Room-B-207	517
Room-B-208	518
Room-B-Lounge	511

Phones - Building - A	
Room #	Ext.
Room-B-104	301
Room-B-105	302
Room-B-106	303

Phones - Adm House	
Room #	Ext.
Front Desk	400
Storage Room	401
Julie Bautista	402
	411
Kayla Daviss	412
	413
	414
Monique Daviss	415

Phones - Middle School	
Room #	Ext.
MS Office	800
MS Office	801
Ivet Gonzalez	803
MS Health Office	804
	806
Spec. Education	807
Zac Bell	808
MS Kitchen	811
Room E-112	812
Room E-113	813
Room E-118	818
Room E-119	819
Room E-120	820
Room E-201	821
Room E-202	822
Room E-203	823
Room E-204	824
Room E-Lounge	830
Room E-211	831
Room E-212	832
Room E-213	833
Room E-Data	850

Phones - Whit House	
Room #	Ext.
Pre-School	420
Pre-School	421
Pre-School	422
Brianda Lemus	423
Special Education	424
Special Education	425
Special Education	426
Special Education	427
2nd Balcony	428



SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	• When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> • Using School-Reach an Administrator designed be the Executive Director will send a message to the parents.
	<u>After an emergency:</u> • Using School-Reach an Administrator designed be the Executive Director will send a message to the parents.



BUILDING INFORMATION

SCHOOL SITE

DOCUMENT DATE

Building B	08/21/2026
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EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		Main Panel, 328 W Halesworth
Gas	Total main gas shutoff?		X	
Water	Total main water shutoff?	X		1010 N Broadway St.
Knox Box				

Building C & D	08/21/2026
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EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		Main Panel, 328 W Halesworth
Gas	Total main gas shutoff?		X	
Water	Total main water shutoff?	X		328 W Halesworth St.
Knox Box				



BUILDING INFORMATION

SCHOOL SITE

DOCUMENT DATE

Building E	08/21/2026
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EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		Main Panel, 325 W Halesworth
Gas	Total main gas shutoff?		X	
Water	Total main water shutoff?	X		325 W Halesworth St.
Knox Box				



ALARM COMPANY INFORMATION

Company Name	Majestic Fire	
Office Phone	951-374-0100	
Emergency Phone	855-500-1077	
Responsible Parties	Dorina Garcia	
Locations of Control Panels	Data Room Building-B	Data Room Building-E

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Each classroom has one



INCIDENT COMMAND POST

MEMBERS:

- 1- **Monique Daviss**
- 2- **Tristan Gude**
- 3- **Sara Flores**
- 4- **Jenny Zavala**
- 5- **Zac Bell**

PREPARATION:

Executive Director, Office Staff, Support Staff

1. Update teacher Crisis Envelopes with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each trimester
 - d. ID tag
 - e. Teacher name sign
 - f. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
 - a. Student lists with parent phone numbers (each trimester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home)
8. Each year in October, review and update emergency plan.

EMERGENCY:

Executive Director or designee:

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and school emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel. (See "Immediate Steps", page 4, #4)



Emergency Operations Team.

Each member of the Emergency Team is responsible for:

- 1- Make all the announcements related to the Emergency through the Loud Speakers and Phone System. Ex: Fire Emergency, please evacuated, Earthquake, please drop and cover, Lockdown, etc.
- 2- Check each classroom and the surrounding areas assigned, report any injuries and request support is needed.
- 3- Collect the logs from each teacher or staff member supervising the students.
- 4- Assist the Teachers and supporting staff with Discipline and other duties.
- 5- Assist with releasing the students to the reunion gate, if needed.
- 6- Give the “All Clear” sign when the Emergency is over.

- Alex Guillen – Office (7:00 – 3:30)
- Raquel Feliz – Office – (7:30 – 4:00)
- Brianda Lemus - Portables (6:30 – 3:00)
- Sandra Garcia – Building - C (7:00 – 3:30)
- Liudmila Hernandez – Building – B (7:00 – 3:30)
- Cesar Ledesma – Elementary Site (2:30 – 6:30)
- Sara Flores – Elementary Site (7:30 – 4:00)
- Martha Rodriguez – Middle School Site, 7:30 – 4:00)
- Ana Arredondo – Middle School Site, 7:00 – 3:30)
- Ivet Gonzalez – Middle School Site (7:30 – 3:30)
- Susana Caballero – Middle School Site (4:00 – 6:00)
- Zac Bell – Middle School Site (7:30 – 4:00)
- Tristan Gude – Entire Campus (7:00 – 3:00)

- Emergency Activation System:

- The Office (Martha or Ale) will announce the Emergency through the Phone system, Walkie-Talkies, and Loud Speaker. The office is also responsible for all the ongoing communications during the Emergency.
- **7:00 – 3:30.** Staff responsible for announcing the Emergency and any subsequent related messages:
 - Alex Guillen – Elementary Site.
 - Martha Rodriguez – Middle School Site
- **3:00 or 3:30 or 6:00.** Staff responsible for announcing the Emergency and any subsequent related messages:
 - Cesar Ledesma – Elementary Site.
 - Susana Caballero – Middle School Site

Emergency Operations Team Members

- 1- Alex Guillen
- 2- Martha Rodriguez
- 3- Ivet Gonzalez
- 4- Susana Caballero
- 5- Raquel Felix



SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity
 - c. emergency supply/tool barrels

EMERGENCY:

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area (see Sweep Map, page 22.)
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

Search and Rescue Team Members

- 1- Juan Hernandez
- 2- Liudmila Hernandez
- 3- Brianda Lemus
- 4- Guadalupe Cruz
- 5- Luis Pimienta
- 6- Zac Bell





STUDENT RELEASE TEAM

PREPARATION:

1. Evacuation Plan Training.
2. Student Emergency Cards.
3. Student Schedule Listing.
4. Student Release Information.

EMERGENCY:

1. Document and control release of students to responsible guardians or designated adults.

LOCATION: Halesworth

Student Release Team Members

Office Staff / Instructional Aides



MEDICAL TEAM

PREPARATION:

5. Keep all first aid kits updated and complete.
6. Develop triage procedures and forms.
7. Notify and update all team members of location of first aid supplies.

EMERGENCY:

2. Check in with evacuation area leader.
3. Report to the first aid center.
4. Take student "health logs" to the first aid/triage area.
5. Take a walkie-talkie for communication with Incident Command Post.
6. Activate triage and administer first aid as necessary.
7. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
8. Assist emergency services with injured.
9. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
10. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
11. Medical Team should always defer to directions given by emergency personnel.

Medical Team Members

- 1- Susana Caballero
- 2- Raquel Felix
- 3- Federico Sicard
- 4- Guadalupe Alejos



TEACHER “BUDDY” LIST

Listed below are “buddy” teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each others students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your “buddy”.

Buddy Assignments

Teacher	Room Number	Teacher	Room Number
Nancy Saldana	C-101	Wendy Cejas	A-101
Evelyn Amezola	C-102	Diana Zazueta	C-103
Maria Ramirez	C-109	Leticia Gonzalez	C-104
Benjamin Lopez	C-110	Luis Pimienta	C-111
Petra Ortega	B-104	Claudia Manzo	B-109
Beatrice Soto	B-105	Yadira Burgara	B-108
Adriana Cervantes	B-106	Jacqueline Gudino	B-107
Janet Morales	B-203	Susana Saldana	B-208
Wanda Ramirez	B-204	Juan Hernandez	B-207
Jessica Solis	B-205	Jeanette Perez	B-206
Anel Tellez	E-112	Shamin Huq	E-113
Guadalupe Cruz	E-118	Moni Meghala	E-119
Channel Lewis	E-120	Brooke Hepner	E-213
Jazmin Pantoja	E-201	Karla Crespo	E-202
Francisca Darney	E-203	Aura Carrillo	E-204
Patricia Martinez	E-211	Guadalupe Mejia	E-212
Benjamin Lopez	B-203	Luis Pimienta	C-111
Joanna Sanchez	C-201	Ana Andres	C-202
Miriam Villegas	C-203	Crystal Quinones	C-204
Art Teachers	C-211	Special Education Teachers	C-205
Blanca Jimenez	C-212	Karina Flores	C-213



Activity/Documentation Log

Financial Section Members begins documentation of an incident at the direction of the Incident Commander

Name: _____

Duty Position: _____

[illegible]

STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check “Absent” if the student was absent at roll call.
- Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.
- If you are the buddy teacher and do not know who is absent or missing, please check “buddy teacher” below and indicate total number of students present at evacuation site.

☐ “Buddy Teacher”

Total # of students present _____

TEACHER _____

☐ All students present and accounted for.

Student Name	Absent	No Show / Location?



EMERGENCY EVACUATION SUPPORT PERSONNEL ABSENCE LIST

- This list should include all school/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologist, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

Present at		No show/	
Name(s)	Evacuation Site	Absent	Location

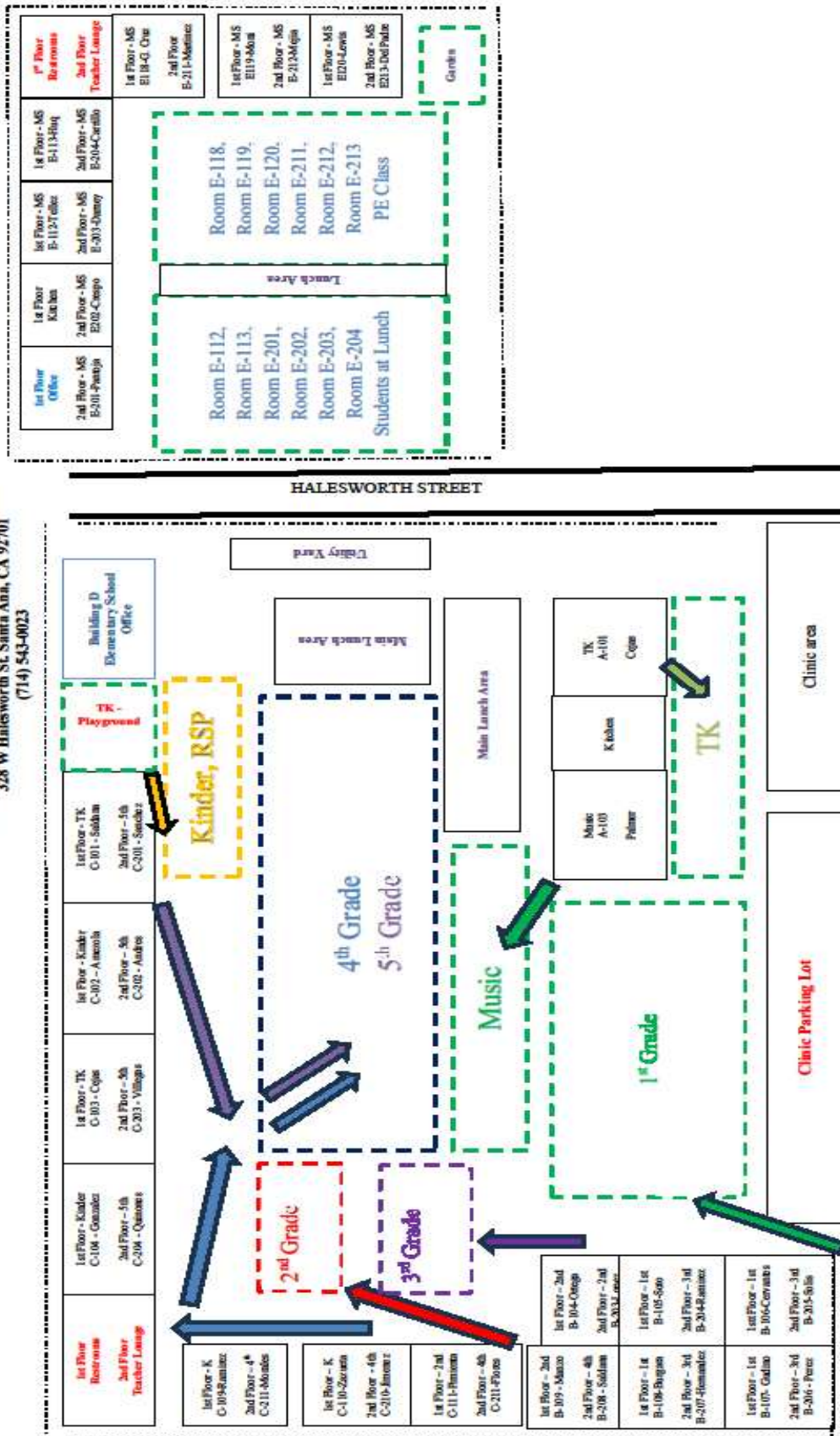


STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in your emergency folder.)

[illegible]





SAMPLE:

REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report

School Year _____

School: _____

REQUIRED:

1. FIRE DRILLS-ONCE MONTHLY
2. EARTHQUAKE DRILLS – FOUR ANNUALLY

Fire Drill (One each month)					Earthquake Duck and Cover Drills (Four annually)			
Month	Date	Time Conducted	Evacuation Time	Administrator Signature	Month/Date/Year	Time Conducted	Evacuation Time	Administrator Signature
September					1.			
October					2.			
November					3.			
December					4.			
January								
February								
March								
April								
May								
June								

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

SUBMIT TO (Insert contact) AT (Insert Department):	
January __ __	June __ __
Principal's Signature _____ Date _____	Principal's Signature _____ Date _____



OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly 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 as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

This calendar may be used to assist sites

Monthly Drills to include:

Date of Drill

A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

Annual Drills to include:

Date of Drill

Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	



SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

* **Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		



GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
STATUS	ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. • Lock the doors; • Close and lock windows, and close blinds or cover windows; • Turn off lights; • Silence all electronic devices; • Remain silent; • Use strategies to silently communicate with first responders if possible, • Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and • Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.



GENERAL EMERGENCY ACTIONS

	TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados. • Move students and staff into the school's permanent buildings, on the ground floor. • Group students/staff together at the furthest point away from windows on the floor. ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck • If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the Executive Director or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: • Maintaining accurate information on the location of each child. • Preventing unauthorized individuals from having access to or removing children. • Verifying the identity of individuals coming to take custody of children. • Verifying each individual has the legal right to take custody the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.



ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: “Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause). **It is now OK to resume normal school activities. Thank you all for your cooperation.**”

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.



LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.
- ❑ If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.



SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ☐ Potential threat of violence in the surrounding community
- ☐ Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ☐ Is intended to prevent a potential community threat from entering campus
- ☐ Heightens school safety while honoring instructional time
- ☐ Requires that all exterior classroom / office doors are locked
- ☐ Requires that no one goes in or out for **any** reason
- ☐ Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration



EXECUTIVE DIRECTOR/SITE ADMINISTRATOR ACTIONS:

- ☐ Assume Incident Command role
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:

“Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately.”

-REPEAT-

- ☐ Instruct Office Manager/Secretary to call law enforcement non-emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- ☐ Designate assigned individual to lock all doors leading into all school entrances
- ☐ Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- ☐ Contact the Chief Operations Officer or other security personnel and provide available information
- ☐ When able, alert the Executive Director
- ☐ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- ☐ If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURECAMPUS** status and ask that all students return to assigned classrooms immediately
- ☐ If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURECAMPUS** immediately upon conclusion of break
- ☐ If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- ☐ Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- ☐ After the emergency has been neutralized, initiate **ALL CLEAR**
- ☐ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath



STAFF ACTIONS:

- ☐ Move to the door and instruct any passing students to return to assigned classroom immediately
- ☐ Close and lock the door
- ☐ Continue class instruction or activity as normal
- ☐ Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- ☐ Be alert to the possibility that response may elevate to **LOCKDOWN**
- ☐ Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- ☐ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- ☐ Once inside, take attendance to ensure all present students are accounted for
- ☐ By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
- ☐ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine



SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC or classroom HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.



TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."**

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Severe windstorm imminent."**

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.



DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: **“Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”**

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON**.
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.



EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: "Attention please. We need to institute an **EVACUATION** of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.



ait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ☐ Announce the type of emergency.
- ☐ Offer your arm for guidance.
- ☐ Tell person where you are going, obstacles you encounter.
- ☐ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Indicate directions with gestures -OR-
- ☐ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ☐ Evacuate these individuals as injured persons.
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ☐ Reunite person with the wheelchair as soon as it is safe to do so.



OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety.

OFF-SITE EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: **"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- ❑ Remain in place until further instructions are given.



EMERGENCY PROCEDURES

This section establishes procedures to be followed that will minimize or nullify the effects of the emergencies listed below. Understand that all situations in a critical incident cannot be predicted. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency. Always remember that the first priority is the safety and protection of life.

The emergencies outlined in this section are:

- Accident, Injury or Sudden Illness 51
- Airplane Crash 52
- Biological Hazard 53
- Bomb Threat 54
- Building Emergency 55
- Civil Disturbance 56
- Disaster 57
- Earthquake 58
- Evacuation 59
- Explosion, Hazardous Materials, or Chemical Spill 61
- Fire 62
- Hostage Situation, Suspected Terrorist, Violent Intruder 63
- Lock Down 65
- Motor Vehicle Crash..... 67

Stay calm and disperse the crowd, if necessary. Remain with the injured person to provide comfort and reassurance. If a criminal act has caused injuries, identify and detain witnesses. Secure the scene.

If the injury is serious or life threatening dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the building address and room number or area of the building.
- Remain on the phone until told to hang up.
- Ask someone to meet emergency officials at the street.

If the injury is not serious or life threatening:

- Locate a CPR or First Aid certified person to assist.
- Administer first aid, if indicated.
- Avoid handling bodily fluids or clothing stained by them.
- If simple first aid is not enough, transport the person to the nearest medical center as listed at the back of these quick reference emergency procedures.
- Request that Human Resources notify the person's emergency contact of any decision to transport for medical care.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



If you have warning,

- Crawl under a sturdy table or desk. If that is not possible, stand against a corner or solid wall, or duck down next to a desk or other sturdy object.
- Close your eyes, clasp your hands behind your neck, and cover your head and ears with your forearms.

Once the crash has occurred, dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the location of the crash in relation to your building address.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Evacuate uphill or upwind of any smoke. The smoke could be toxic.
- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured. Report their location to site command personnel.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Report attendance and injuries to command personnel.
- Assemble with your division in the designated area and remain there until instructed otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Protect individuals from exposure to the crash site.
- Be aware of additional explosions that could occur after the crash.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



If you encounter any suspicious mail or package (one with handwritten or poorly typed address; oily stains, discoloration or odor; excessive tape or string; protruding wires or aluminum foil) or you encounter a substance you think may be biological in nature:

- Do not touch, shake, open, move around or allow other staff or individuals to handle the item.
- Evacuate and isolate the area or room that contains the suspected substance.
- Immediately notify a supervisor or the Site Liaison, who will evaluate the situation and call 911 and/or notify the FBI and/or County Health Department. If neither the supervisor nor the Site Liaison is present, dial 911 to report the incident.
- Mark the room or area “DO NOT ENTER.”
- Contain and isolate any individuals that may have been contaminated.
- Wear protective gloves, if available; then wet lightly any potentially contaminated area or person.
- Remove and triple bag any potentially contaminated clothing.
- Do not eat or drink while handling suspicious mail, package or substance.
- Wash hands with soap and warm water.

It is safest to assume that all blood and bodily fluids contain blood borne pathogens such as HIV and Hepatitis. Avoid contact with bodily fluids, if possible. If contact is unavoidable:

- Wear protective gloves if available.
- Wash all exposed skin with soap and water.
- Flush eyes with water.
- Do not eat, drink smoke, apply cosmetics or handle contact lenses in the area in which the exposure occurred.
- Arrange to inspect and decontaminate any equipment or furnishings in the area, before it is reused.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



Although most bomb threats are hoaxes, all threats must be treated as if they are real. Whether the threat is delivered in person or by telephone, remain calm and permit the person to talk without interruption.

Ask the following questions:

- Where is the bomb?
- When is it going to go off?
- What kind is it?
- What does it look like?
- What will cause it to go off?
- What is the intended target?
- Take actual or mental notes on everything said and your observations: time; description of person voice characteristics, background noise (if a telephone threat).

For all bomb threats:

- As soon as possible, dial 911.
- Prohibit any radio frequency transmissions and use of cell phones, PDAs, etc.
- Evacuate any suspected area and alert other staff.
- Advise all individuals not to touch, move or disarm any object or item.
- Advise all individuals not to change any equipment or electrical switches.
- All action regarding disposal or handling of the bomb or device will be handled by the local police agency or fire department.

If you have a written threat:

- Handle the note carefully and minimally – just enough to make a copy.
- Protect the original note from further handling or loss.
- Wait for further instructions from emergency responders.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



During normal working hours call 750, 415 or 761 to report any emergency.

During other than normal hours (evenings, Saturdays and Sundays) the procedure below should be followed:

In the event if any building emergency (key stuck in door, no electricity, broken window, etc.) one of the following people should be notified:

Chief Operations Officer (714) 767-6078 or (714) 543-0023 (Ext. – 750)

Executive Director (714) 543-0023 (Ext. – 415)

In case of a disaster (earthquake, fire, explosion, etc.) follow the guidelines outlined in the El Sol Academy Emergency Procedures. In the event that you must notify 911, remain calm and be prepared to provide them with the following information: 1) the nature of the emergency, 2) the address and specific location of the emergency, 3) your name.



Any protest, misbehavior, or similar incident that disrupts or has the potential to disrupt the orderly functions of the workplace or the school site can escalate to a point where it is a danger.

If the incident is not serious, attempt to have those involved return to their normal routine. If the behavior could result in injury or further disruption, try to isolate the disruptive persons or their leaders. Initiate a lock down, if necessary. (See LOCK DOWN procedure.)

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078

Once the incident is contained, determine what disciplinary action to take, if any. If needed, invite the Crisis Response Network to discern the basis for the problem and take action to address those concerns. Contact the Coordinator, Crisis Response Network at 714.767.6078.



Remain calm and be patient. Remain in your work area unless instructed otherwise. Heed the instructions of emergency officials or command and evacuation personnel.

- Check for fires, smoke, fumes, electrical hazards, gas leaks or other potential hazards.
- If there are injuries, give first aid.
- Do not attempt to move seriously injured people. Report their location to site command personnel.
- Call your prearranged family contact.
- Do not use the telephone again, except to dial 911 to report a life-threatening emergency.
- Keep a radio on for information and updates.
- Report all injuries and hazards to your supervisor or an emergency official
- Site emergency responders will dial 911 to report the disaster, if the incident seems to be isolated to this location. If the disaster seems to be widespread, site emergency responders will assume control of the situation until emergency officials arrive.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured. Report their location to site command personnel.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Report attendance and injuries to command personnel.
- Assemble with your division/unit/classroom in the designated area and remain there until instructed to do otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Keep radios on for information and updates.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building. In the event of instructions to “shelter in place” or “lock down” the facility, all entrances will be locked and no one will be permitted to exit or enter the building(s) until emergency officials determine that it is safe to do so. Keep a radio on for information and updates.

The Site Liaison or supervisor will report site damage and injuries as soon as possible to one of the following:

Chief Operations Officer
714.767.6078



If you are inside,

- Move away from windows, mirrors, tall bookcases, file cabinets or high stacked items and out from under beams, architectural elements and suspended light fixtures.
- Drop to the floor and, if possible, crawl under a sturdy table or desk.
- If that is not possible, stand against a corner or solid wall, or duck down next to a desk or sturdy object.
- Close eyes, clasp both hands behind neck, and cover ears and head with forearms.
- Do not move or evacuate the building unless instructed to do so by emergency responders.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured. Report their location to site command personnel.
- Take your purse or wallet with you. Do not take time to collect all belongings or to turn off computers.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Report attendance and injuries to command personnel.
- Assemble with your division/unit/classroom in the designated area and remain there until instructed to do otherwise.
- Do not attempt to reenter the building until it has been officially declared safe.
- Be prepared for aftershocks.
- Keep a radio on for information and updates.

If you are outside,

- Move away from buildings/areas subject to falling debris, glass, electrical wires, poles or trees.
- The safest place is in the open. Take cover in a doorway or archway if you cannot get to a clear area.
- Stay low, close eyes, and cover ears and head with forearms.
- Do not enter buildings until they have been officially declared safe.
- Be prepared for aftershocks.
- Keep a radio on for information and updates.
- The Site Liaison or supervisor will report site damage and injuries as soon as possible to one of the following:
- Chief Operations Officer
714.767.6078



Evacuation of the building or work area may seem necessary to protect individuals from unknown or suspected danger, potential injury, or toxic exposure. Evacuation should not be automatic. You may be safer where you are. Heed the instructions of emergency officials or command and evacuation personnel.

If instructed to do so or if circumstances deem necessary, calmly exit the building by way of the designated or nearest safe exit and report to the designated assembly area for your site.

- Take your purse or wallet with you. Do not take time to collect belongings or to shut down computers.
- Assist handicapped persons and anyone with manageable injuries.
- Do not attempt to move anyone who is severely injured. Report their location to site command personnel.
- DO NOT run, use elevators, or close doors behind you.
- DO NOT smoke, light matches or activate any equipment or electrical switches.
- STAY AWAY from any structures, debris or utility lines.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Report attendance and injuries to command personnel.
- Assemble with your division/unit/classroom in the designated area and remain there until instructed.
- Do not attempt to reenter the building until it has been officially declared safe.
- Do not leave the site unless instructed to do so.

If officials are not present, assess the situation to determine whether the danger is outside or inside. If evacuation is chosen, identify and/or clear a safe route; then proceed to a safe area at a distance from the building.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- a. Identify off-campus evacuation site(s).
- b. Establish a memorandum of agreement with the evacuation site(s).

(Please refer to the evacuation map)



In the event of an explosion,

- Remain calm.
- Immediately drop to the floor, close eyes, clasp both hands behind neck, and cover ears and head with forearms.

When the explosion(s) has stopped,

- Keep everyone inside the location unless instructed to evacuate.
- Close windows, shut off vents, turn off fans, seal gaps at windows and doorways.
- Do not smoke, light matches or activate any electrical or equipment switches.
- Avoid inhaling toxic fumes if possible.
- Monitor individuals for any signs of injury and report as soon as possible to command or emergency responders.

For hazardous materials or chemical spill,

- Stay away from the hazard source. Do not touch or step in any of the material.
- Do not eat or drink anything; it may be contaminated.
- Isolate any individuals that may have become contaminated.
- Monitor individuals for any signs of medical distress and report as soon as possible to command or emergency responders.

If evacuation is indicated,

- Proceed uphill, upstream or upwind of the material, fumes or smoke.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- Quickly assemble in an area away from the exit door and any emergency operations.
- Do not return to the building unless instructed to do so.

Dial 911 as soon as possible. Report the incident to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



If you smell smoke or see flames, notify your Site Liaison and/or supervisor. That person will assess the situation and take appropriate action. If the situation is already out of hand and assistance is not available, dial 911 and be prepared to:

- State the nature of the emergency.
- State your name and a phone number at your location.
- State the address and the building and/or room number and specific location.
- Remain on the phone until told to hang up.
- Ask someone to meet emergency officials at the street.
- Use the fire extinguisher nearest you, if personal safety permits.

Use the nearest designated evacuation route exit and assembly area unless otherwise instructed.

- If smoke is present, stay close to the floor.
- Cover your mouth and nose with a wet cloth.
- Do not open hot doors. Before opening a door, touch it near the top to see if it is warm.
- Close doors behind you as you exit. Do not use elevators.
- Hold handrails. If no broken glass, remove high heels to avoid tripping.
- Designated personnel will take roll sheets with them and take roll in the assembly area.
- Designated personnel will take the first aid kits and deliver them to the command group area.
- After exit, quickly assemble in an area away from the exit door and any emergency operations.
- Report attendance and injuries to command personnel.
- Do not return to the building until you are instructed to do so.
- Keep building entrances and access roads clear for emergency responders and vehicles.

If evacuation is not possible:

- Put closed doors between yourself and the smoke and heat.
- Stay close to the floor.
- Cover your mouth and nose with a wet cloth.
- Seal cracks around windows and doors.

If you are in a wild land fire area,

- Be aware of the environment which contributes to wild land fires: dense foliage, heat, dry conditions and wind.
- Learn alternate evacuation routes and be prepared to evacuate quickly.
- Heed official warnings and instructions from radio and television announcements, the National Weather Service, and law enforcement or fire personnel.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



Perpetrators in these situations are unpredictable and may create panic and chaos at the location. This makes it difficult to establish a specific plan of action. Therefore, you must be aware of certain guidelines when making your decisions.

If confronted,

- Stall for time and create distance between you and the suspect.
- Do not be aggressive or use aggressive body language.
- Do not try to disarm an armed individual.
- Remain calm and understanding. Listen intently to what the person has to say.
- Take mental notes of what the suspect is wearing, weapons you see, what the suspect says.
- Do not attempt to protect personal belongings.
- Attempt to dial 911; leave the telephone off the hook if you cannot talk.

if the threat is outside the area you are in:

- Lock your doors and windows and turn off the lights.
- Stay away from the suspect's line of sight.
- Place a message in the window or under the door to communicate.
- Dial 911.

If possible, evacuate away from the suspect's location:

- Stay close to walls and avoid wide open areas.
- If there is shooting, run in a zigzag pattern.
- Seek safe shelter and dial 911 or notify a responsible person of the incident as soon as possible.

If law enforcement is present, they will be armed and moving quickly:

- Identify yourself.
- Keep your hands visible and above your head.
- Listen carefully to law enforcement instructions and follow them.

Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.



STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- Report the incident as soon as possible to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.



During an earthquake:

- Bring the vehicle to a safe stop along the road or open area. Set the brake.
- Avoid stopping under or near overpasses, wires, high structures or anything that could fall.
- Stay inside the vehicle.
- Tune to a radio emergency station for information and updates.

During severe weather:

- Turn on headlights and windshield wipers.
- Adjust speed to ensure you can control the vehicle.
- If you cannot see or cannot control your vehicle, pull off highway to safe area or underpass.
- Stay inside the vehicle.
- Avoid crossing standing water that may be deep enough to kill the engine or sweep you away.
- Tune to a radio emergency station for information and updates.

In the event of an automobile accident:

- Stop immediately and take all necessary precautions to prevent further accidents at the scene.
- Send for help. Don't leave the accident scene. Seek necessary medical assistance. Ask a passing motorist or some other person to call 911.
- Render all reasonable assistance to injured persons. Movement of injured person should not be undertaken if likely to cause further injury.
- Get names of witnesses.
- Exchange driver's license, automobile license and insurance information with the other party.
- Obtain the names and contact information of passengers and witnesses.
- Note the location and circumstances of the accident.
- DO NOT ADMIT FAULT. DO NOT make a statement of any kind to anyone other than the police.
- If the accident occurred in a private or rental car on personal time, report the incident to your own insurance company as soon as possible.
- If the accident occurred in an El Sol Academy vehicle or while driving a rental or personal car on El Sol Academy business, report the incident to Risk Management at 714.767.6078 as soon as possible and notify your supervisor.



EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School 68
- Active Shooter/Armed assailant 69
- Utility Failure 73
- Weather 74
- Bomb Threat 75
- Death of a Student 78
- Death of a Staff Member 79



Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- Ø Report accident to principal and school office.
- Ø Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- Ø For relatively minor events, take students to school office or school nurse for assistance.
- Ø Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Ø Provide appropriate medical attention. Call 911, if needed.
- Ø Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Ø Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Ø Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Blood borne Pathogen Program).
- Ø Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____



ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“*Active shooter situations*” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. **Call 911 and the School Office** as soon as it is safe to do so.
2. **Options: Run, Hide or Fight**
 - a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.
 - Place terrain and buildings between you and the assailant to cover your escape.



- Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call (extension 761) to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.
- c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.
- a. Provide as much information as possible (slow down – be calm):
- State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: “room ____”
 - The number of children with you:
- b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.



4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you; you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
 - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
 - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Don't run up to officers or attempt to hug or talk to them.
 - Don't talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: (School must also plan for and train all staff involved with student activities and extracurricular programs.)



PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - Include as much actionable information on the announcement as possible.
 - *Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.”*
 - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
 - *Example: “The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans.”*
- Notify the Main office after you call 911.
- If possible assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

SCHOOL STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the school’s Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff that will be impacted by this emergency.
- **Offsite Reunification**
 - The Operations Section should prepare an off-site evacuation site for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Buses should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
 - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
 - This team will also provide ongoing support throughout the recovery phase of the emergency response.
 - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
 - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.



During power outage,

- Use public or cell phones to communicate.
- Shut down computers. (It is advisable to back up computer files at least weekly.)
- Emergency lights are powered in specified areas for ninety minutes.
- Flashlights are located in strategic areas and in the office of the Site Liaison.
- Do not leave your work area unless instructed to do so.

For suspected or actual utility break or water/gas leak,

- Consult utility shut off information posted at each site.
- Evacuate the immediate area.
- Do not touch fallen wires.
- Check circuit breakers, pilot lights and other potential sources of the problem.
- Do not return to the area until instructed to do so.

Utility shutoff Information is posted at each site. Immediately report any building emergency or problem to the Site Liaison or Facilities Personnel.

Property Damage or Crime

If you are the victim of a crime or you encounter a crime in progress,

- DO NOT confront the suspect(s).
- Take mental notes of what the suspect is wearing, weapons you see, what the suspect says.
- Do not try to protect personal belongings.
- If possible, retreat from the scene.
- Attempt to dial 911; leave the telephone off the hook if you cannot talk.

If you suspect or witness a crime, vandalism or property damage,

- DO NOT confront the suspected perpetrator(s).
- DO NOT disturb the scene.
- Immediately report crime, vandalism or property damage to your Site Liaison and/or supervisor and one of the following individuals. Submit any requested documentation immediately.

Chief Operations Officer
714.767.6078



During any weather emergency, keep a radio on for information, updates and travel advisories.

Storm, Tornado, Hurricane

- If outdoors, stop all activities and seek shelter. If possible, avoid assembling or seeking shelter in gymnasiums, auditoriums or other structures with large, open roof spans.
- Assemble in windowless rooms or hallways located in the center of the building and on the ground floor.
- Close doors, windows and blinds.
- If weather becomes severe enough, crawl under a sturdy table or desk and close eyes, clasp hands behind neck, and cover ears and head with forearms.
- Report wet or broken electrical lines, or broken gas lines.
- Be aware of hazardous debris and contaminated food and water.
- Watch for or call for assistance.

Extreme Cold

- Dress in several layers of warm, loose-fitting clothing. Remove extra layers when you feel too warm.
- Stay indoors and stay dry. Conserve heat.
- Close off unneeded rooms; cover windows with blankets; stuff rags or towels in cracks under doors.
- Stay awake, but avoid exertion; and as you sit, keep moving your arms and legs to improve circulation.
- Be aware of the potential hazards of space heaters, fireplaces and candles. Never use a charcoal grill indoors. Ensure adequate ventilation if using a propane gas camp stove or heater indoors.
- Recognize the symptoms of hypothermia: shivering/exhaustion, confusion, fumbling hands, memory loss or slurred speech, drowsiness, bright red/cold skin, loss of consciousness. If any symptoms are present, take the person's temperature and begin warming the person: offer warm beverages; remove any wet clothing; warm the center of the body first; use skin-to-skin contact; wrap the entire body in blankets, including head and neck. Also administer CPR if the person is not breathing, even if there is no pulse.

○ **A TEMPERATURE OF 95 DEGREES OR LOWER IS A LIFE THREATENING EMERGENCY – DIAL 911.**

Extreme Heat

- Wear light-colored clothing and take advantage of shade and air conditioning whenever possible.
- Limit outdoor activities and drink lots of water or other non-alcoholic and caffeine-free beverages.
- DO NOT leave people or pets in vehicles with windows closed or only partially open.
- Since hot weather increases fire hazard, be careful with possible sources of ignition.
- Be aware of the symptoms of heat emergencies:
- Heat cramps: Muscle cramps.
 - Get the person to a comfortable position in a cooler place. Lightly stretch the affected muscle. Give half glass of non-alcoholic, caffeine-free liquid every 15 minutes – drink slowly.
- Heat exhaustion: Cool, moist, pale or flushed skin; heavy sweating; headache; nausea or vomiting; dizziness or exhaustion. Body temperature will be near normal.
 - Get the person to a comfortable position in a cooler place. Remove or loosen clothing and apply cool, wet cloths (towels or sheets) to the entire body. If the person is conscious, give half glass of non-alcoholic, caffeine-free liquid every 15 minutes - drink slowly. Watch carefully for changes in condition.
- Heat stroke: Hot, red skin; changes in consciousness; rapid, weak pulse; and rapid, shallow breathing. Body temperature can be very high. Skin may be wet or dry.

○ **HEAT STROKE IS A LIFE THREATENING EMERGENCY – DIAL 911.**

Poor Air Quality or Smog

- Limit or cancel outdoor activities.



In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- θ Listen. Do not interrupt caller.
- θ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- θ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- θ Notify site administrator immediately after completing the call.
- θ Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- θ Note the manner in which the threat was delivered, where it was found and who found it.
- θ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- θ Caution students against picking up or touching any strange objects or packages.
- θ Notify principal or site administrator.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911



PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Ø Call 911.
- Ø If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Ø Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Ø Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Ø Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- Ø If it is necessary to evacuate the entire school, use the fire alarm.
- Ø Notify the Executive Director of the situation.
- Ø Direct a search team to look for suspicious packages, boxes or foreign objects.
- Ø Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Ø Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Ø Use a systematic, rapid, and thorough approach to search the building and surrounding areas.
- Ø Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Ø If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- Ø Evacuate students as quickly as possible, using primary or alternate routes.
- Ø Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Ø Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____



The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.)
- 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? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Female
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Male
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds:

- ☐ Animal Noises
- ☐ House Noises
- ☐ Kitchen Noises
- ☐ Street Noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

Threat Language:

- ☐ Incoherent
- ☐ Message read
- ☐ Taped
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

Other Information:



Homeland Security



A student's death may be the result of a 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 an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Ø Call 911 and the Main Office. Verify the death and obtain as much information about it as possible.
- Ø Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Ø Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Ø If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Ø Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Ø Determine whether additional resources are needed and make appropriate requests.
- Ø Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Ø Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Ø Go to each of the student's classes and notify his/her classmates in person.
- Ø Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Ø Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Ø Make arrangements with the family to remove the student's personal belongings from the school.
- Ø Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- Ø Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.



A reported death or serious illness among the school community may have a profound effect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Ø Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Ø Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Ø If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Ø Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Ø Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Ø Determine whether additional resources are needed and make appropriate requests.
- Ø Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Ø Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Ø Facilitate classroom and small group discussions for students.
- Ø Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Ø Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Ø Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Ø Thank all those who assisted.
- Ø Continue to monitor staff and students for additional supportive needs.



SUSPENSION AND EXPULSION POLICIES

Education Code 48900, grounds for suspension or expulsion:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance including an alcoholic beverage, or an intoxicant of any kind.
- d) Unlawfully offered or arranged or negotiated to sell any controlled substance including an alcoholic beverage or an intoxicant of any kind; and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.

"School property" includes, but is not limited to, electronic files and databases.

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

- h) Possessed or used tobacco, or any products containing tobacco or nicotine products; including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

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

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

- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

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

- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289; or committed a sexual battery as defined Penal Code 243.4.

- o) Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness; or retaliating against that student for being a witness, or both.



- p) Unlawfully offered, arranged to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing, as defined in Education Code sections 32050 and 48900 (s).
- r) Aids or abets, as defined in Penal Code 31, the infliction or attempted infliction of physical injury to another person.
- s) Committed sexual harassment as defined in Education Code 212.5. This conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance; or to create an intimidating, hostile, or offensive educational environment. This sub-section shall not apply to students enrolled in kindergarten and grades 1 to 3, inclusive. (Education Code 48900.2)
- t) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of Education Code 233. This subsection applies to students enrolled in any of grades 4 to 12, inclusive.
- u) Intentionally engaged in harassment, threats, or intimidation directed against school personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or students by creating an intimidating or hostile education environment. This sub-section applies to students enrolled in any of grades 4 to 12, inclusive. (Education Code 48900.4)
- v) Made terrorist threats, as defined, against school officials or school property, or both. (Education Code 48900.7)
- w) Engaged in an act of bullying, including but not limited to, bullying by means of an electronic act, directed toward a student or school personnel (Education Code 48900(r)).



PROCEDURE TO NOTIFY TEACHERS OF DANGEROUS PUPILS

California Ed Code requires that teachers be notified when one of their students has engaged in behavior that has resulted in suspension or expulsion. In the event of a suspension, the Notice of Suspension is copied to the teacher and to the student's cumulative file. Each year, teachers review the cumulative file of their incoming students, thus assuring that they will be aware of suspensions within the last three years. Additionally, the Superintendent/Principal reviews all incoming cumulative files. Teachers are alerted if any incoming student has a past record of suspension or expulsion.



BULLYING POLICY

The El Sol Science and Arts Academy recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. El Sol Science and Arts Academy employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, cyber sexual bullying, or other harmful texts, sounds, video, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in El Sol Science and Arts Academy schools may be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable El Sol Science and Arts Academy and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention

To the extent possible, El Sol Science and Arts Academy schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of El Sol Science and Arts Academy and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the El Sol Science and Arts Academy will provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.



BULLYING POLICY

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witnesses an act of bullying shall immediately intervene to stop the incident when it is safe to do so. When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or an El Sol Science and Arts Academy compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the El Sol Science and Arts Academy compliance officer identified in Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.



BULLYING POLICY

When a report of bullying is submitted, the principal or an El Sol Science and Arts Academy compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the UCP. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the El Sol Science and Arts Academy's uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with El Sol Science and Arts Academy policies and procedures. Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.



HATE-MOTIVATED BEHAVIOR POLICY

In order to create a safe learning environment for all students, the El Sol Science and Arts Academy desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The El Sol Science and Arts Academy prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee may collaborate with regional programs and community organizations to promote safe environments for youth. These efforts may focus on providing an efficient use of resources. The El Sol Science and Arts Academy may provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The Superintendent or designee shall ensure that designated staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal/designee. Upon receiving such a complaint, the Coordinator/Principal/designee shall immediately investigate the complaint in accordance with the Uniform Complaint Procedures. A student who has been found to have demonstrated hate-motivated behavior may be subject to discipline in accordance with law, El Sol Science and Arts Academy policy, and procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. As necessary, the El Sol Science and Arts Academy shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.



WEAPONS and DANGEROUS INSTRUMENTS

The El Sol Science and Arts Academy recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons

The El Sol Science and Arts Academy prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and procedure, in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

Under the power granted to the El Sol Science and Arts Academy to protect the safety of students, staff, and others on El Sol Science and Arts Academy property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds. Unless he/she has obtained prior written permission as specified below, a student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm may be subject to suspension and/or expulsion in accordance with law, El Sol Science and Arts Academy policy, and procedures. The principal or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument without permission, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The El Sol Science and Arts Academy encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee may develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded to the extent permissible by law.



PERSONAL or MENTAL HEALTH COUNSELING

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602

A counselor shall consult with the Superintendent or designee and, as appropriate, with the El Sol Science and Arts Academy's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

The El Sol Science and Arts Academy recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

In addition, the Superintendent or designee shall identify crisis counseling resources to train El Sol Science and Arts Academy staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis if it occurs. Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.



DRESS CODE

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, El Sol Science and Arts Academy policy and procedures. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors. This policy does not apply to head coverings associated with an individual's sincerely held religious beliefs or a documented medical condition.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming procedures for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.



DRESS CODE

Recommended School Site Rules and Dress Code

El Sol students agree to show respect for other students, staff and guest speakers by

- ❑ using positive language;
- ❑ wearing appropriate clothing that does not display nudity, profanity, messages/pictures/symbols of hate, alcohol, tobacco, drugs, sports jerseys or gang affiliations, midriff, low-cut shirts, shorts/skirts shorter than mid-thigh, hats, hoods, bandannas, sharp or accessories considered to be dangerous such as spiked jewelry, fish hooks or spiked dog collars;(i)
- ❑ not eating/drinking in front of others except during homeroom and nutrition class (no exceptions for gum);
- ❑ remaining drug and alcohol free;
- ❑ focusing on in-class activities instead of electronics (games, cellular phones and music must be turned off inside classrooms);
- ❑ keeping their hands to themselves;
- ❑ asking to get out of their seat;
- ❑ maintaining good manners by not interrupting others;
- ❑ being honest and trustworthy by completing their own work;
- ❑ Respecting the property/space/and rights of others; and talking responsibility for their own actions.

(i) Pupils are prohibited from wearing clothing that may reasonably be identified as gang-related apparel. This is apparel that is worn or displayed on a site/school campus and could reasonably be determined to threaten the health and safety of the school environment. Any attire / paraphernalia / symbol that display a logo or other message relating to alcohol, tobacco, drugs or gangs may not be worn on campus or at school related activities. (EC35183)



PROCEDURES for SAFE INGRESS and EGRESS

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

(Please refer to individualized School Site Plan)



MAINTAINING a SAFE and ORDERLY ENVIRONMENT

El Sol Science and Arts Academy uses the Good Repair*/Safety Report to comply with California Education Code §17070.75. We are required to document all necessary repairs, renewals, and replacements to ensure that a project is at all times maintained in good repair, working order, and conditions.



SCHOOL SAFETY COMMITTEE

El Sol Academy has a safety committee comprised of the Executive Director, teachers, classified employees and parents. Committee members have received emergency preparedness training, CERT Training, Threat Assessment, Crisis Response and Active Shooter Training.

The major goals of the School Safety Committee are to:

1. Reassign and re-orient staff to their roles in the Incident Command System
2. Procure food and supplies to accommodate a 72-hour shelter-in-place situation
3. Hold practice drills (fire, earthquake, emergency bus evacuation, lock-down, and shelter-in-place)
4. Improve driver and pedestrian safety, and use of crosswalks, in and around parking lot
5. Continually monitor conditions throughout the campus to ensure maximum safety
6. Share our updated plan with local law enforcement and fire department



HEALTH PRECAUTIONS

Every two years key staff members receive updated First Aid and CPR training.

Annually, staff members receive in-service training on other health and safety issues, including:

- Blood-borne pathogens
- Schools Emergency Management System
- SB 198 Safety in the Workplace
- Anaphylactic shock and severe allergic reactions
- Updated Epi Pen procedures

Protocol in the Event a Pupil is Suffering or Believed to be Suffering from an Opioid Overdose

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

El Sol Academy will use the following prevention strategies:

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



WORKPLACE VIOLENCE PREVENTION PLAN

California SB 553 requires California employers to establish, implement, and maintain at all times in all work areas an effective Workplace Violence Protection Plan (WVPP). The WVPP, a component of the Injury and Illness Prevention Program, is intended to establish a framework for protecting employees from workplace violence. This plan includes the following components:

1. Names or job titles of the persons responsible for implementing the plan. If there are multiple persons responsible for the plan, their roles shall be clearly described
2. Effective procedures to obtain the active involvement of employees and authorized employee representatives in developing and implementing the plan
3. Methods that will be used to coordinate implementation of the plan with other employers, when applicable, to ensure that those employers and employees understand their respective roles, as provided in the plan
4. Effective procedures for the employer to accept and respond to reports of workplace violence, and to prohibit retaliation against an employee who makes such a report
5. Effective procedures to ensure that supervisory and nonsupervisory employees comply with the plan
6. Effective procedures to communicate with employees regarding workplace violence matters, including, but not limited to, both of the following:
 - a. How an employee can report a violent incident, threat, or other workplace violence concern to the employer or law enforcement without fear of reprisal
 - b. How employee concerns will be investigated
7. Effective procedures to respond to actual or potential workplace violence emergencies, including, but not limited to, all of the following:
 - a. Effective means to alert employees of the presence, location, and nature of workplace violence emergencies.
 - c. Evacuation or sheltering plans that are appropriate and feasible for the worksite
 - d. How to obtain help from staff assigned to respond to workplace violence emergencies, if any, security personnel, if any, and law enforcement
 8. Procedures to develop and provide employee training
 9. Procedures to identify and evaluate workplace violence hazards, including, but not limited to, scheduled periodic inspections to identify unsafe conditions and work practices and employee reports and concerns. Inspections shall be conducted:
 - a. When the plan is first established
 - b. After each workplace violence incident
 - c. Whenever the employer is made aware of a new or previously unrecognized hazard.
 10. Procedures to correct workplace violence hazards identified above, in a timely manner consistent with the IIPP, including:
 - a. Procedures for post incident response and investigation
 - b. Procedures to review the effectiveness of the plan and revise the plan, including:
 - i. Procedures to obtain the active involvement of employees and authorized employee representatives in reviewing the plan
11. Maintain a written log recording incidents of workplace violence



WORKPLACE VIOLENCE PREVENTION PLAN

PERSON(S) RESPONSIBLE FOR IMPLEMENTING THE WVPP

The ultimate responsibility for overseeing the development, implementation, and maintenance of the WVPP, rests with the Chief Operations Office.

The WVPP Administrator is: Tristan Gude, Chief Operations Officer

He has the authority and responsibility for:

- Preparing and updating the plan. • Implementing the provisions in the plan. • Making sure accidents, injuries, illnesses and exposures in our workplace are investigated. • Conducting regular workplace inspections for hazard identification. • Acting to mitigate identified hazards. • Providing health and safety training to employees. • Instituting a Health and Safety Committee. • Establishing procedures for employee reporting of workplace hazards, accidents, injuries, illnesses and general safety concerns.
- All administrators, supervisors, and employees are responsible for implementing and maintaining our plan.

PROCEDURES FOR INVOLVING EMPLOYEES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE WVPP

Involving employees in the development and implementation of our WVPP is a critical component to the program's overall effectiveness. We welcome and encourage employees to participate in both the initial development and implementation as well as the ongoing/annual refresher of this plan. We will utilize the following procedures to involve employees in the development and implementation of this plan:

1. The School's Safety Task Force Committee will serve as consult and collaboration partner for the WVPP.
2. The Safety Task Force Committee meets regularly and supports the development, implementation, and regular review of the WVPP and districtwide safety initiatives.
3. This committee serves as a collaborative platform bringing together key stakeholders including administrators, teachers, staff, parents, and community members to address the safety needs of our District
4. In addition, the committee meets to assess the vulnerability to workplace violence at our sites and discuss preventive controls that are already in place and ones to be considered.
5. The committee provides input regarding the development of employee training plans in violence prevention and plans for responding to acts of violence.
6. Plan will be reviewed on an annual basis.

WVPP IMPLEMENTATION & COORDINATION

In an effort to ensure that all employees understand their respective roles in this plan, that they understand all aspects of this plan, and they understand how to report incidents of workplace violence, we will take the following steps:

1. Provide employee training and verify comprehension (i.e., quizzes/tests).
2. Post and share meeting agendas and minutes from committees or teams involved in the development of this plan as outlined in Section 2 above.
3. Generating emails, newsletters, memos, or other means of communication providing updates to all employees at various stages throughout the development and implementation of this plan, including timelines and next steps.



WORKPLACE VIOLENCE PREVENTION PLAN

All employees are responsible and will be held accountable for using safe work practices, for following all directives, policies and procedures, and for assisting in maintaining a safe and secure work environment. All administrators, supervisors, and employees will comply with work practices that are designed to make the workplace more secure and will not engage in threats or physical actions which create a security hazard for others in the workplace.

Administrators and supervisors will:

- Inform employees, supervisors and managers about our plan.
- Evaluate the performance of all employees in complying with our workplace security measures.
- Recognize employees who perform work practices which promote security in the workplace.
- Provide training and/or counseling to employees who need to improve work practices designed to ensure workplace security.
- Discipline employees for failure to comply with workplace security practices.
- Follow established workplace security directives, policies and procedures.

Administrators and supervisors will maintain an open, two-way communications system on all workplace safety, health and security issues. Communication is designed to encourage a continuous flow of safety, health and security information between administrators, supervisors, and our employees without fear of reprisal and in a form that is readily understandable.

PROCEDURES TO ACCEPT & RESPOND TO REPORTS OF WORKPLACE VIOLENCE

Employees should report workplace violence to the Chief Operations Officer and/or call 9-1-1 if the threat/act of violence is imminent and serious.

All employees are encouraged to report any concerns or incidents related to workplace violence, and that they can do so without fear of reprisal.

Reporting Procedures

1. Safety Concerns
 - a. Any concerns should be first communicated with an employee's supervisor or site office. Employees can complete the Employee Safety Recommendation Form.
 - b. Supervisor or site office will review the concern and request additional assistance as needed from district administration
2. Injuries/Accidents
 - a. Employee will follow employee injury/incident reporting steps:
 - i. Immediately Report injury to supervisor
 - ii. If a supervisor is not available, contact the Jessica Aguilar, Human Resources.
 - c. Supervisor will complete the Supervisor's Report of Employee Injury
3. Incidents/Threats/Violence
 - a. Employee will complete the Workplace Violence Reporting Form and submit to their supervisor.
 - b. Supervisor will review the concern and request additional assistance as needed from plan administrators

As required by California Code Regulation (CCR), Title 8, Section 342(a). Reporting Work Connected Fatalities and Serious Injuries, El Sol will immediately report to Cal/OSHA any serious injury or illness (as defined by CCR, Title 8, Section 330(h)), or death (including any due to Workplace Violence) of an employee occurring in a place of employment or in connection with any employment.



WORKPLACE VIOLENCE PREVENTION PLAN

PROCEDURES TO ENSURE EMPLOYEES COMPLY WITH THE WVPP

While the Chief Operations Officer is responsible for overseeing the development, implementation, and maintenance of the WVPP, all employees are responsible for adhering to their roles, responsibilities and training provided under this plan.

Supervisors and managers will use the following procedures to ensure employees comply with the WVPP:

- Ensuring employees take/attend the training(s) and refresher training(s) assigned to them.
- Monitor employee adherence to topics and concepts covered in the training they received.
- Follow our established disciplinary action process if an employee or supervisor does not follow elements of this plan.

Disciplinary Action

We will actively enforce all aspects of the WVPP. An employee that fails to adhere to the procedures and practices of this plan shall be disciplined through the following progressive discipline system:

1. Conference Summary with Required Retraining
2. Written Warning
3. Written Reprimand (placed in Personnel File)
4. Notice of Unprofessional Conduct
5. Suspension
6. Move for Demotion or Dismissal

While adhering to a Progressive Discipline process is a “best practice” management reserves the right to proceed directly to any progressive disciplinary step without having completed prior steps when the employee conduct threatens the safety of others or is deemed to have reached a level of egregiousness that warrants skipping to a greater level of discipline. Whenever an employee is disciplined, the employee’s supervisor shall document the action taken and report such action to Human Resources

EMPLOYEE COMMUNICATION

Employees should report any and all workplace violence related incidents, threats and concerns to the Chief Operations Officer, or by contacting emergency services directly by calling 9-1-1 if the threat/act of violence is imminent and serious.

When making a report of workplace violence, please include the following information (please note, workplace violence does not include lawful acts of self-defense or defense of others):

1. Date
2. Time
3. Location
4. Type of workplace violence:
 - a. Type 1 = Committed by a person who has no legitimate purpose at the worksite
 - b. Type 2 = Committed by a person who does have a legitimate purpose at the worksite (customer, client, patient, student, inmate, or visitor).
 - c. Type 3 = Committed by a present or former employee, supervisor, or manager.
 - d. Type 4 = Committed by a person who does not work at the workplace, but has or is known to have had a relationship with an employee
5. Circumstances at the time of the incident, including but not limited to the following:
 - a. Was the employee completing usual job duties?
 - b. Was the area poorly lit?



WORKPLACE VIOLENCE PREVENTION PLAN

- c. Was the work being “rushed”?
 - d. Was the employee working during a low staffing level?
 - e. Was the employee isolated/alone?
 - f. Was the employee able to get help/assistance?
 - g. Was the employee working in a community setting?
 - h. Was the employee working in an unfamiliar/new location?
 - i. Other: please explain
6. Classification of where the incident occurred:
 - a. At the workplace, indoors (please include building name and/or room number)
 - b. At the workplace, outdoors (please specify)
 - c. Other area (please explain)
7. Type of incident (including but not limited to):
 - a. Physical attack – no weapon/object
 - b. Physical attack – with a weapon/object
 - c. Threat of physical force or threat of use of a weapon/object
 - d. Sexual assault/threat (including rape, attempted rape, physical display, or unwanted verbal/physical sexual contact)
 - e. Other (please specify):

Employer’s Evaluation & Response

When responding to a report of workplace violence, the Chief Operations Officer as outlined above, will adhere to the following process:

1. Determine any steps that need to be taken to protect the reporting employee, or any other employee, against an immediate threat of violence.
2. Investigate the report to gather all relevant information (interview employees, visit the location, document evidence, ask follow-up questions), including capturing the following information:
 - a. Consequences of the incident (including but not limited to):
 - i. Was security or law enforcement contacted? If so, what was their response?
 - ii. Actions taken to protect employees from a continuing threat or any other hazards resulting from the incident.
 - b. Information about the person completing the employer’s response/log:
 - i. Name
 - ii. Title
 - iii. Date
3. Evaluate the findings to identify the root cause.
4. Define corrective actions/steps to be taken to address each cause.
5. Coordinate with the necessary departments/staff to implement the corrective actions.
6. Communicate your findings and corrective actions back to the reporting employee.
7. Monitor the effectiveness of the corrective actions.
8. Document the incident and all correlating information in the “Violent Incident Log” for recordkeeping and reporting purposes.



WORKPLACE VIOLENCE PREVENTION PLAN

EMPLOYEE TRAINING

We will provide employees with initial training when the plan is first established, and annually thereafter, on all of the following:

1. Our WVPP plan, how to obtain a copy of the plan at no cost, and how to participate in development and implementation of the plan.
2. The definitions and requirements of SB 553.
3. How to report workplace violence incidents or concerns to us and/or law enforcement, without fear of reprisal.
4. Workplace violence hazards specific to employees' jobs, the corrective measures we have implemented, how to seek assistance to prevent or respond to violence, and strategies to avoid physical harm.
5. The required violent incident log and how to obtain copies of records.
6. An opportunity for interactive questions and answers with a person knowledgeable about the employer's plan.

Additional training shall be provided when a new or previously unrecognized workplace violence hazard has been identified and when changes are made to the plan. The additional training may be limited to addressing the new workplace violence hazard or changes to the plan.

RECORDKEEPING

Records of workplace violence hazard identification, evaluation, and correction will be created and maintained for a minimum of five years.

Training records will be created and maintained for a minimum of one year and include training dates, contents or a summary of the training sessions, names and qualifications of persons conducting the training, and names and job titles of all persons attending the training sessions. Violent incident logs will be maintained for a minimum of five years.

Records of workplace violence incident investigations will be maintained for a minimum of five years. These records shall not contain "medical information," as defined in subdivision (j) of Section 56.05 of the Civil Code.

All records required above by will be made available to employees and their representatives, upon request and without cost, for examination and copying within 15 calendar days of a request. The Chief Operation Officer will be responsible for ensuring that all relevant records are completed, maintained, and made available upon request as required by this program and/or Cal/OSHA. A safe and healthy workplace is the goal of everyone at El Sol, with responsibility shared by management and staff alike.



WORKPLACE VIOLENCE PREVENTION PLAN

WORKPLACE VIOLENCE INCIDENT LOG

Section 1: Information About the Individual Completing this Log

Name: _____
Title: _____
Date completed: _____

Section 2: Information about the Incident

Date of incident: _____
Time of incident: _____
Location of incident: _____
Explain the nature or type of location, e.g. parking lot, playground, front office etc.:

Workplace Violence Type (Check one box):

- ☐ Type 1 – Violence committed by a person who has no legitimate business at the workplace.
- ☐ Type 2 – Violence committed by a student or visitor.
- ☐ Type 3 – Violence committed by a present or former employee, supervisor or manager.
- ☐ Type 4 – Violence committed by a nonworker with a personal relationship with the employee.

Classify the type of person committing the violence (e.g., customer/client or their family member, coworker, spouse, parent, or other family member or stranger with criminal intent):

Type of Incident (Check all boxes that apply):

- ☐ Physical attack without a weapon (e.g., punching, kicking, spitting, biting, choking, grabbing, or pushing).
- ☐ Attack with a weapon or other object (e.g., firearm or knife).
- ☐ Threat of physical force or use of weapon or other object.
- ☐ Sexual assault or threat of sexual assault (e.g., rape, attempted rape, or physical display).
- ☐ Animal attack.
- ☐ Other:

Describe the incident in detail* (use additional sheets as needed):

**The description must include a classification of circumstances including, but not limited to, whether the employee was completing usual job duties, working in poorly lit areas, rushed in their duties, working during a low staffing level, isolated or alone, unable to get help or assistance, working in a community setting, or working in a new or unfamiliar location.*

Section 3: Consequences of the Incident

- ☐ Check this box if security or law enforcement were contacted.

If you checked the box above, complete a description of their response:

Identify below all actions taken to protect employees from a continuing threat of violence or any other hazards identified as a result of this incident:



Instructional Continuity Plan (ICP)

A Component of the School Site Safety Plan

Signatory Page

This Instructional Continuity Plan is complete, approved, and adopted. From this date forward, this plan is included as part of the Comprehensive School Site Plan.

Dr. Anaida Colón Muñiz

Board President

Date

Monique Daviss

Executive Director

Date



Table of Contents

Instructional Continuity Plan (ICP)

Introduction and Purpose	104
Plan Goals	104
Decision-Making Matrix for Instruction and Related Services.....	105
Instructional Continuity and Compliance.....	106
Instructional Implementation Timeline	106
Criteria for Reopening Campus-Based Learning	106
Readiness for Instructional Continuity	106
Instruction at Alternate Locations	106
Blended Learning Models.....	106
Independent Study (IS) Compliance.....	106
Best Practices	107
Communication	107
Technology	107
Instruction and Assessment	107
Access	108
Professional Learning	108
Well-being.....	109
Support Services.....	109
Site-Based Collaboration.....	109
Return to Site-Based Learning	109



Introduction and Purpose

This *Instructional Continuity Plan (ICP)* outlines how El Sol Science and Arts Academy will ensure that students continue to receive high-quality instruction and essential services without interruption during emergencies that disrupt normal school operations. Grounded in our commitment to biliteracy, equity, and whole-child development, the plan provides a flexible framework to guide decisions related to instructional delivery, school site access, independent study compliance, communication protocols, resource allocation, and transportation. Designed as a dynamic and responsive tool for school leadership, the ICP reflects our core values of collaboration, strong family partnerships, and equitable access to learning. While comprehensive, this plan acknowledges the unique and evolving nature of emergency situations and is meant to be adapted as needed to meet the needs of our diverse community.

Plan Goals

1. Prioritize the physical safety, mental health, and overall well-being of our students, families, and staff.
2. Establish clear communication systems to account for all students and staff and assess individual and collective needs and communicate with parents within five calendar days.
3. Maintain consistent and equitable access to resources, services, and supports that nurture academic, emotional, and social development within five calendar days.
4. Ensure the continuity of instruction with the following prioritized approaches, as circumstances allow within 10 calendar days:
 - a. Full-day, in-person instruction
 - b. Hybrid instruction (a blend of in-person and remote learning)
 - c. Remote learning with live, virtual instruction (synchronous)
 - d. Independent remote learning (asynchronous)
5. Reopen and sustain in-person learning environments as soon as it is safe and feasible, in alignment with public health guidance and community readiness.



Decision-Making Matrix for Instruction and Related Services

The following matrix serves as a framework for a potential emergency response and guides the decision-making process based on the nature of the disruption:

Emergency	Instructional Method(s)	Independent Study Compliance	Communication Methods	Resource Allocation
Natural Disaster (Earthquake or Weather Related)	Remote Learning/Hybrid	Verify ADA compliance with Independent Study Contracts	Emergency Alerts, Automated Phone Call/Text, Social Media, Emergency Hotline, Parent Square	Deploy Remote Learning (Laptops, Tablets, hotspots, Virtual/Learning Packets and Emergency Meals) Activate site-based health and food banks
Public Health Emergency	Remote Learning/Hybrid Outdoor spaces as necessary, social distancing issued guidelines	Parent agreements, Daily virtual check-ins	Emergency Alerts, Automated Phone Call/Text, Social Media, Emergency Hotline, Parent Square	Deploy Remote Learning (Laptops, Tablets, hotspots, Virtual/Learning Packets and Emergency Meals) Activate site-based health and food banks
Power Outage	Paper Based Instruction/ Hybrid as permitted	Modified assignments and paper-based work	Automated Phone Call/Text, Social Media, Emergency Hotline, Parent Square	Coordinate with local authorities and service providers, Activate site-based health and food banks as needed
Facility Damage (Fire, Structural Issues)	Hybrid/Coordinated Relocation as needed	Modified assignments and paper-based work; seek partner schools	Automated Phone Call/Text, Social Media, Emergency Hotline, Parent Square	Temporary facilities as available, shared community resources, website updates and resource links Activate site-based health and food banks as needed
Security Threat	Shelter in place or full remote learning	Modified assignments	Daily virtual check-ins and emergency hotline reporting	Online learning platform (Google Classroom) – video conferencing as allowed



Instructional Continuity and Compliance

Instructional Implementation Timeline

El Sol Science and Arts Academy is committed to resuming full-day, in-person learning for all students as soon as it is safe and feasible to do so. Within ten instructional days following an emergency, El Sol will initiate either in-person or remote instruction in response to the specific nature and impact of the event.

Criteria for Reopening Campus-Based Learning

A return to on-site learning will be guided by clear conditions, including but not limited to:

- All evacuation orders have been lifted and verified by local authorities
- Restoration of power, water, and essential utilities
- Air quality is deemed safe for students and staff
- Access to clean, potable water
- School grounds cleared of debris and safety hazards
- Reliable and functional internet connectivity
- Availability of staff to support student supervision and instruction
- Operational kitchen services to ensure access to meals

Readiness for Instructional Continuity

El Sol educators are well-versed in the school's adopted digital platforms and instructional technology. A 1:1 student-to-laptop ratio is maintained, with safety protocols and device management supported by our trained technology team. Technology is integrated into daily instruction, allowing students and families to be familiar with digital tools and learning systems in both emergency and non-emergency settings.

Instruction at Alternate Locations

If access to the El Sol campus is compromised, the school will work with partner organizations, local educational agencies, and community-based networks to identify and coordinate alternative learning spaces. These partnerships will help ensure that learning and student connections continue with minimal disruption.

Blended Learning Models

Should remote learning become necessary, El Sol will aim to implement a hybrid model combining in-person and distance learning as soon as safety permits. This model allows for flexibility while maintaining instructional quality and connection to peers and educators.

Independent Study (IS) Compliance

In situations where in-person instruction is not possible, El Sol will adhere to all requirements outlined in California Education Code 51745–51749.6. This includes:

- Executing written independent study agreements
- Ensuring access to synchronous instruction led by credentialed teachers
- Utilizing school-approved curriculum and materials
- Monitoring and documenting student progress regularly



Best Practices

An ICP should outline a protocol to provide support for pupils' social-emotional, mental health, and academic needs, and minimize disruptions to instruction. The following list of best practices and examples, enumerated here in no particular order, can be used to develop a cogent approach to instructional continuity:

Communication

Staff Leads: Sara Flores, Jenny Zavala

Define communication protocols for families, students, and staff and faculty, including how the information will be made available and with what frequency.

- The Office of Education Technology at the US Department of Education provides [natural disaster resources and digital learning guides](#) for parents and families, school leaders, and teachers.
- The [Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet](#) (PDF) provides strategies for LEAs to form partnerships and communicate with families and guardians.

Technology

Staff Leads: Ivet Gonzalez, Software Management

Tristan Gude & Monique Daviss Hardware Management

Solidify and strengthen technology readiness for educators and students to support a pivot from in-person to remote learning through independent study.

Provide support throughout the school year so students and families are comfortable with all platforms.

- Create “digital backpacks” to bundle necessary digital resources (such as Canva, Google Classroom, etc.) for pupils to access if schools are closed.
- Stockpile devices that can be shared if technology is damaged or destroyed during an emergency. Prepare Wi-Fi hot spots that can be deployed.

Instruction and Assessment

Staff Leads: Jenny Zavala & Ivet Gonzalez

Maintain flexibility and ensure that existing curriculum content can be accessed both in-person and online.

- Prioritize essential learning and make standards-aligned learning objectives achievable.
- Utilize California's [Digital Learning Integration & Standards Guidance](#) to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2026–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of



reading difficulties using the instrument[s] approved by their governing boards [[EC Section 53008](#)] and related [Screening for Risk of Reading Difficulties FAQs](#).)

- Check for understanding using strategies for formative assessment. Define applicable, achievable goals that take students' unique circumstances into consideration.
- Offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Access

Staff Leads: Sara Flores & Jenny Zavala

Ensure instruction is equitable, accessible, and inclusive.

- Specify how all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will have equal access to instructional resources during a natural disaster or emergency
- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. The CDE provides [guidance to support Special Education](#) students with remote learning.
- Review the CDE [English Learner Independent Study Frequently Asked Questions \(FAQs\)](#) for information and considerations regarding EL students participating in an independent study program.
- Align the plan with guidance in California's [English Learner Roadmap](#) Policy, [Principle 1: Assets Oriented and Needs Responsive Schools](#), to ensure the plan is responsive to different EL students' strengths, needs and identities, and supports the socio-emotional health and development of English learners. Review Roadmap [Principle 4: Alignment and Articulation Within and Across Systems](#), to ensure instructional continuity for EL students reflects a coherent set of practices and pathways to support skills, language(s), literacy, and knowledge needed to meet their needs.

Professional Learning

Staff Leads: Jenny Zavala & Ivet Gonzalez

Provide educators with regular training on the tools, platforms, and strategies necessary if an LEA must pivot to remote instruction and assessment through independent study.

- Emphasize pedagogies that support remote- and hybrid-learning environments and offer professional development to support virtual classroom management.
- The [California Educators Together](#) platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free, high-quality resources and relevant professional learning, and lesson plans to support teaching and learning.
- The San Diego County Office of Education (SDCOE) designed units in each content area that offer [essential K–12 learning](#). The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers [virtual professional learning](#) for each grade level/span.



Well-being

Staff Lead: Sara Flores

Draw on the CSSP guidelines aligned with *EC* Section 32282.1(a) to provide access to physical and mental health professionals, and community intervention professionals, including those who speak languages other than English.

- [Safety and school crisis resources](#) created by the National Association of School Psychologists include evidence-based initiatives that create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- Plan to supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

Support Services

Staff Leads: Jenny Zavala, Giovanni Cevallos & Tristan Gude

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

- The National Center for Homeless Education provides information to support [Disaster Preparation and Response](#) for students who are experiencing homelessness.
- In "[Lessons from Real Life](#)", McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.
- The CDE provides [Disaster Guidance for Child Nutrition Programs](#).
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a [Guide to Federal Nutrition Programs During Disasters](#) (PDF).

Site-based Collaboration

Staff Leads: Administrative Team

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

- Regularly review and update the plan based on feedback and lessons learned.

Return to Site-based Learning

Staff Leads: Administrative Team

Specify conditions that must be met prior to returning from disruption, including reopening sites. The conditions can include proposed support or mitigations, where possible.

- The following list establishes a process for reopening sites:
 - Evacuation orders lifted



- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires

Plan Review and Updates

This plan will be reviewed and updated annually by the board of directors and the planning committee. Updates will reflect locally determined guidelines

