

Comprehensive School Safety Plan

**2023-2024
School Year**

School: Bert Corona Charter School
CDS Code: 19647330106872
District: Bert Corona Charter School
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Pacoima
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Approved by:


Name	Title	Signature	Date
Dr. Myers	Executive Administratoor		
Mr. Daniel Riios	Director of Operations		
Ms.Mariana Myers	Coordinator of Instructioin		
Mr. Joseph Arreola	Coordinator of School Climate and Culture		

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	6
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines	11
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	16
(E) Sexual Harassment Policies (EC 212.6 [b]).....	17
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	17
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	19
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)	19
(K) Hate Crime Reporting Procedures and Policies	21
(J) Procedures to Prepare for Active Shooters.....	21
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	22
Opioid Prevention and Life-Saving Response Procedures	22
Response Procedures for Dangerous, Violent, or Unlawful Activities	23
Safety Plan Review, Evaluation and Amendment Procedures.....	24
Safety Plan Appendices.....	25
Emergency Contact Numbers	26
Bert Corona Charter School Incident Command System	27
Incident Command Team Responsibilities	28
Emergency Response Guidelines	29
Step One: Identify the Type of Emergency	29
Step Two: Identify the Level of Emergency.....	29
Step Three: Determine the Immediate Response Action	29
Step Four: Communicate the Appropriate Response Action	29
Types of Emergencies & Specific Procedures.....	30
Aircraft Crash	30

Animal Disturbance.....	30
Armed Assault on Campus	30
Biological or Chemical Release.....	31
Bomb Threat/ Threat Of violence	32
Disorderly Conduct	34
Earthquake.....	34
Explosion or Risk Of Explosion	35
Fire in Surrounding Area	37
Fire on School Grounds	38
Loss or Failure Of Utilities	39
Motor Vehicle Crash	41
Pandemic	42
Unlawful Demonstration or Walkout.....	43
Emergency Evacuation Map.....	44

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Bert Corona Charter School Main Office.

Safety Plan Vision

It is the policy of the YPICS Board of Directors that all students enrolled in its schools, and all employees of the organization, have the right to attend campuses which are safe and secure. The Board believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies collaboratively develop the school safety plan. The school safety committee will review the plan on an annual basis and proposed changes will be submitted to the Board for approval.

Components of the Comprehensive School Safety Plan (EC 32281)

Bert Corona Charter School Safety Committee

Dr. Kevin Myers, Executive Administrator
Mr. Daniel Rios, Director of Operations
Ms. Marianna Myers, Coordinator of Instruction
Mr. Joseph Arreola

Assessment of School Safety

08/01/2023

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

Lock Down Response
Lock Down no response
Fire Drills
Earthquake Safety Drills

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

California Penal Code section 11166 requires any child care custodian 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 to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Mandated Reporter Requirements

Any YPICS employee who has a reasonable suspicion that child abuse or neglect has occurred or is occurring is required by law to file a suspected child abuse report with the appropriate child protective services agency, such as the local police, sheriff's department, or the Department of Children and Family Services. Suspected child abuse or neglect reports are confidential as to the identity of the employee or individual making such a report.

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. Child Protective Services (CPS)

Child Abuse Hotline: 1-800-540-4000

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

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. Mandated reporters may obtain copies of the above Suspected Child Abuse Report form from either the school site or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade and class.
- c. The names, addresses and telephone numbers of the child's parents/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him or her.

Staff Conduct with Students

YPICS is committed to ensuring those employees and all individuals who work with or have contact with students, conduct themselves with students in a way that is supportive, positive, and professional. YPICS will not tolerate inappropriate conduct or behavior towards or with students by its employees or any individual who works with or has contact with students.

California law prohibits the use of corporal punishment (i.e., infliction of physical pain) against students. However, a teacher, director, or any other certificated employee of a school district shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a student that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of students, or to maintain proper and appropriate conditions conducive to learning. The provisions of this section are in addition to and do not supersede the provisions of Section 49000 of the California Education Code.

Parents/guardians who have any questions or concerns regarding the conduct or behavior towards or with students by an employee or individual who works with or has contact with students are encouraged to speak to the school administrator.

Abuse of Student at a School Site

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

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

Disaster Plan (See Appendix C-F)

Adaptations for Students with Disabilities

Preparation and Mitigation for Students with Disabilities

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

- Mobility
- Visual
- Hearing

- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

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

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

An administrator/designee shall be identified as the primary contact for ensuring students and others on campus with disabilities and other special needs are considered throughout the ongoing development of the plan.

Identification of Students with Specific Needs

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

Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency. Information about students with specific needs can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- IEP Meetings
- LRE Counselors
- Students
- 504 Plans
- 504 designees
- Counselors
- Meetings [e.g., Student Success Progress Teams (SSPT), Interim Behavior Response Plan]

(BRP)

The list of students with specific needs can be entered with an "Alert" (under the student's Record Navigator) of the Welligent system that stores Special Education student medical condition information. Specific equipment and supplies needed to care for each student should be listed there as well. Students with special needs may also be located in the the Student Information System (SIS).

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs is readily available. Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and challenges faced by these students, as it directly impacts the response actions of those teams. Also share this information with the Site Safety Staff to make sure that specific supplies are available such as diapers, wheelchairs, etc. They should also be aware of the approximate number of individuals with specific emergency needs, in the event that they need to order resources, such as buses. The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

? Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.

? Emergency contact information for each identified student with specific needs. Welligent (Student Face Sheet) printouts for students with chronic conditions who may require special or additional support from the Search and Rescue and Triage Teams.

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

Emergency Notification for Students with Specific Needs

administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills Incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs.

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

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

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

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, especially those who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team.

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

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

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area.

All students with evacuation challenges must be identified and know:

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

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

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

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area.

Preparing to Shelter and Care for Students with Specific Needs

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

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

School staff can create a backpack "go kit" with the necessary supplies and tag with the student's name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them.

Public Agency Use of School Buildings for Emergency Shelters

There are centralized procedures that are followed before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The school site Lead Administrator may recommend disciplinary action for misconduct that occurred on or off school grounds; going to or returning from school or a school sponsored activity.

In-School Suspension

In-school suspensions may be issued based on the severity of a particular behavior, or a student's disciplinary history. In-school suspensions are issued by school administrations after review of the warranting incident. Parents/guardians will be contacted by telephone and/or an in-school suspension form sent home for parents/guardians to sign and return to the school. Students are placed in the administrator's office to complete classroom assignments. Students eat lunch and spend their recess in the office. Students who are disruptive during in-school suspension and/or fail to complete assigned work may additional disciplinary consequences.

Out-of-School Suspension

Suspension refers to removal of a student from ongoing instruction for adjustment purposes. Out-of-school suspensions are given to student who break the California Education code and thereby creating an unsafe learning environment. Suspensions can range from one to five days and will include instructional support. Parents/guardians will be required to attend an in person meeting with school administration and will be given a formal notice of suspension. Upon return from an out-of-school suspension, the student and parent/guardian will be required to meet with school administration prior to readmittance into the classroom. Additional supports will be put in place in order to ensure that the student's behavior which warranted the out-of-school suspension does not reoccur.

Expulsions

Expulsion refers to the removal of a student from a school for an extensive period time due to a student persistently violating school rules, or for a single offense of appropriate severity in extreme cases.

For the complete code administrators must follow when considering student suspension and/or expulsion please refer to the Matrix for Student Suspension and Expulsion Recommendation from the LAUSD.

Additional Information for Students with Disabilities

Students with disabilities are expected to follow the codes of conduct specified in the Discipline Code. Parents/guardians should review the codes of conduct with your student so that he/she is aware of what behavior is expected at school. When a student who receives special education services is suspended or before that student can be recommended for expulsion the law requires additional procedures and considerations. Student who receive services through an IEP or through a 504 plan cannot be suspended for more than 10 days in a school year unless the IEP/504 team conducts a manifestation determination. For more information, please contact the Director of Special Education and/or refer to the A Parent's Guide to Special Education Services (Spanish).

Process for Out-of-School Suspension and/or Expulsion

Authority

The Chief Operations Officer may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act. The Director of Operations and Director/Coordinator of School Culture and Climate may suspend a student and will act as the designee for the Chief Operations Officer in regards to suspensions.

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Chief Operations Officer or his/her designee with the student and his or her parents and, whenever practical, the teacher supervisor or school employee who referred the student to the Chief Operations Officer or his/her designee. The conference may be omitted if the Chief Operations Officer or his/her designee or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and student shall be notified by the Chief Operations Officer or his/her designee by phone and letter of the student's rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials.

Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

NOTICE TO PARENTS/GUARDIANS

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

SUSPENSION TIME LIMITS/RECOMMENDATION FOR PLACEMENT/EXPULSION SUSPENSIONS

Suspension Time Limits/Recommendation for Placement/Expulsion Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20. The school will provide classroom material and current assignments to be completed at home by the student during the length of the suspension. Arrangements will be coordinated By the Chief Operations Officer and the Director of Instruction to provide the students with classroom materials and current assignments to be completed at home during the length of the suspension. All materials that were distributed to students including homework and handouts will be available for pick up at the main office. Specific arrangements will be coordinated by the Director of Instruction to make up a missed test/assessment. The Chief Operations Officer or his/her designee will work with the student's classroom teachers to collect student assignments and ensure that the parents of the student and the student receive the assignments, explanations, and support necessary to complete the assignments.

Upon a recommendation of Expulsion by the Chief Operations Officer the pupil and the pupil's parent or guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Chief Operations Officer or his/her designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

SUSPENSION APPEAL

If the Director of Operations and Director/Coordinator of School Culture and Climate suspended the student, the parent and student may contest a suspension through a meeting with the Chief Operations Officer, and then the Executive Director, and then the Board of Directors. If the Chief Operations Officer initially suspended the student the parent can appeal in writing within one week of the decision to the Executive Director.

The Chief Operations Officer will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

Parent(s) or guardian meets with the Chief Operations Officer and/or his/her designee.

If not resolved, parent(s) or guardian may submit concern in writing to the Executive Director.

The Executive Director will render a final decision on the matter.

EXPULSION PROCEDURES

The Board of Directors grants the Discipline Committee the authority to expel a student. A student may be expelled either by the Discipline Committee following a hearing before it or by the Charter School Board of Directors upon conducting an expulsion appeal. The Discipline Committee does not include any of the administrators involved in the initial student discipline. The Discipline Committee consist of at least three to a maximum of five members who are certificated employees from another charter school and are neither a teacher of the pupil or a Board of Directors member of the Charter School's governing Board of Directors. The Discipline Committee may make an expulsion decision for any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Operations Officer determines that the pupil has committed an expellable offense.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least Ten (10) calendar days

prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

The date and place of the expulsion hearing;

A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of Charter School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

The right to inspect and obtain copies of all documents to be used at the hearing;

The opportunity to confront and question all witnesses who testify at the hearing;

The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the Executive Director, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The Executive Director may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The Executive Director may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Executive Director from removing a support person whom the presiding person finds is disrupting the hearing. The Executive Director may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Executive Director shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Executive Director shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Executive Director from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent

a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

RECORD OF HEARING

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

PRESENTATION OF EVIDENCE

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Committee to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Discipline Committee or Executive Director determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Discipline Committee shall be in the form of written findings of fact made within ten (10) school days following the conclusion of the hearing. The findings of fact will be presented to the Board of Directors at the next scheduled board meeting, Board of Directors meetings are held monthly. The Board of Directors will hear a summary report of the findings of fact and vote to accept or reject the recommendation of the Discipline Committee. If the Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In addition to the procedures detailed in the previous sections that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Board's decision of expulsion within 30 days, in accordance with Education Code Section 48919, in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Board of Directors. An appeal hearing will be held by the Board of Directors, and its decision will be final. The hearing will occur within 30 working days of the parent's written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. YPICS will strive to schedule the hearing to accommodate the parents' presence. The Board of Directors will make a decision within 5 days of the appeals hearing. The Board of Director's decision is final.

EXPULSION APPEAL

Parents/guardians may appeal the Discipline Committee's decision of expulsion within three weeks of the of the date of the expulsion. The expulsion appeal must be made in in writing to the Chief Operations Officer. The Chief Operations Officer will forward the appeal to the Executive Director who will convene a meeting of the Board of Directors. The Board of Directors will preside over an appeal hearing. The appeal hearing will be held within 30 working days of the parent's written request. In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. The expulsion appeal will follow the same process as the expulsion hearing The appeal hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

The date and place of the appeal of expulsion hearing;

A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

A copy of Charter School's disciplinary rules which relate to the alleged violation;

Notification of the student's or parent's/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
The right to inspect and obtain copies of all documents to be used at the appeal hearing;
The opportunity to confront and question all witnesses who testify at the appeal hearing;
The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
The Board of Directors will make a decision regarding the appeal hearing within 5 days of the conclusion of the appeals hearing. The decision of the Board of Directors is final.

WRITTEN NOTICE TO EXPEL

The Chief Operations Officer, following a decision to expel after an expulsion hearing or expulsion appeal, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact present at the hearing, to the student and parent/guardian. This notice shall also include the following:

Notice of the specific offense(s) committed by the student
Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with YPICS
The reinstatement eligibility review date;
The type of educational placement during the period of expulsion;
A notice of appeal rights/procedures.
The Chief Operations Officer or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, YPICS shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

If a student is expelled from the YPICS, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. YPICS shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion provided to parent stating reason for expulsion term of expulsion
- rehabilitation plan
- reinstatement notice with eligibility date
- instructions for providing proof of student's compliance for reinstatement
- appeal process
- options for enrollment

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

Teachers are informed by school administrators and all administrators and staff follow applicable law.

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

YPICS is committed to maintaining a learning and working environment that is free from sexual harassment. Sexual harassment, of or by employees or students, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of YPICS policy. YPICS considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in Grades 4 – 12. Any student or employee of the YPICS who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the proper authority (whether in an office or a school) so that appropriate action may be taken to resolve the complaint. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. YPICS prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complainant is further advised that civil law remedies may also be available to them.

Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under any of the following conditions:

Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.

Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.

The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.

Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.

Sexual harassment may include, but is not limited to unwelcome:

- Verbal conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendos or slurs or making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring.
- Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual's gender.
- Threats, demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other losses and/or offers of benefits.
- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

For more information or assistance with student or parent/guardian concerns, contact the administration office.

Bert Corona Charter School
(818) 834-5805

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

In order to maintain an appropriate educational atmosphere and ensure safety and security in the school and the community, the following dress code will be strictly enforced. We reserve the right to edit this list in the interest of providing a safe environment for all.

Bert Corona Charter School:

- Shirts must have collars and be tucked into waistband. Bert Corona Logo is required.
- Students in 5th grade must wear a gray polo shirt.
- Students in 6th grade must wear a white polo shirt.
- Students in 7th grade must wear a light blue polo shirt.
- Students in 8th grade must wear a navy blue polo shirt.

- Pants and all bottoms must be navy blue and fit at the waist.
- Walking shorts, skirts or culottes cannot be more than 3 inches above the knee or more than two inches below the knees.

Clothing not permitted:

- Jeans, denim pants, jeggings, or tights of any kind are not permitted.
- Excessively oversized garments are not permitted.
- Cargo pants/shorts are not acceptable uniform pants. Pants that are frayed or slit at the bottom cannot be worn.
- Sweatpant and windbreaker pants cannot be worn as part of the uniform.
- Sweatpants are worn only in PE as determined by the PE teacher.
- Students are not allowed to wear exceedingly tight or oversized shirts.
- Long sleeved shirts cannot be worn over or under the uniform shirt
- Clothing items representing sports teams
- Clothing with sports equipment or designer logos such as Adidas, Nike, Reebok, etc.

1. All hooded, zippered, pullover, fleece sweaters and sweatshirts must be aligned with the school dress code and colors.

Sweatshirts cannot be worn under the uniform shirt.

2. Only white short sleeved or tank top undershirts may be worn under the uniform shirt, and cannot be visible at the bottom, or at the sleeves.

3. Jackets, including windbreaker jackets, must be solid colors with no lettering of any kind. Heavy jackets should be worn only in extreme inclement weather. Jackets should be hip length. Trench coats, long or oversized jackets, varsity jackets, and denim jackets are not permitted.

4. Student must follow dress code guidelines on non-uniform days.

5. Students must follow dress code guidelines on spirit days that are approved by administration

6. Students who do not come to school in appropriate dress code will be referred to school administration for parent communication.

Dress Code Standards for Accessories:

1. **JEWELRY:** Students may wear one pair of small earrings (one earring per earlobe). Large hoop earrings, spacers, gauges (or any similar items) are not allowed. Facial and/or body piercing and jewelry that could pose a danger is not permitted. Wallet chains or chains are not allowed. Only one bracelet per wrist may be worn at a time and no wristbands will be permitted.

2. **SHOES / SOCKS:** Sandals, open-toed shoes, or shoes with a back strap are unsafe and not allowed. Shoes should cover the entire foot. Socks must be worn with shoes at all times. Shoes should be worn as intended and properly laced. No leggings, tights or leg warmers are allowed.

3. **BELTS:** Belt buckles should be plain with no letters or pictures of any kind. Students who do not wear their pants according to the dress code may be asked to wear a belt.

4. **HATS/GLOVES/SCARVES:** Students are not allowed to wear hats, hoods, caps, scarves or gloves except in cases of extreme inclement weather and never in the classroom.

5. **MAKE-UP:** Make up is discouraged. Students may only wear makeup if written permission is given to the school by the parent or guardian. Make-up must be used in an appropriate manner and must not be distracting. Heavy lip liner, heavy eyeliner, glitter, or stickers are not allowed. Extreme hair colors or styles are not permitted. Make-up cannot be brought to school.

Gang Risk Intervention Key Elements:

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

The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.

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

Visitors include all persons on campus who do not attend or work for YPICS, including independent workers.

Visitors to School Campuses Policies & Procedures

All campus visitors must have the consent and approval of the school Administration. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the Director of Operations has been obtained. Visitors may not interfere, disrupt or cause substantial disorder in any classroom or school activity.

Visitors are expected to

Follow the established school policy in requesting a classroom visitation.

Report to the school main office when entering the school.

Sign-in and sign-out.

State purpose of visit.

Receive and wear a visitor's badge.

Enter and leave the classroom as quietly as possible

Refrain from any behavior which distracts from instructional environment/school schedule/routine.

Not converse with the students, teacher and/or instructional aides during instructional time.

Not interfere with any school activity

Keep the length and frequency of classroom visits reasonable

Follow the school's established procedures for meeting with the teacher and/or Director of Operations after the visit, if needed.

Return the visitor's badge to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

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

Bert Corona Charter School Student Conduct Code

We will build a positive school culture and climate for our citizen scholars through the use of a schoolwide positive behavior interventions and supports that include the expectation that our students will be safe, responsible, and respectful. With encouragement and specifically designed learning opportunities, students will develop positive character traits of a citizen scholar. Students will have the opportunity to engage in a school climate where they feel comfortable and have a desire to participate in school culture.

To accomplish this mission, YPI Charter Schools will:

create a safe and collaborative environment in which kids have the opportunity to participate in a variety of sports, clubs, leadership development and other student activities.

provide support systems needed for all areas of adolescent development, including counseling, mentorship, and social skills development.

train teachers to ensure they have the skills they need to work with all students. Professional Development will include trainings on positive behavior supports, restorative practices, conflict resolution, classroom management, and student engagement strategies.

measure program success through an intentional collection of a variety of data, including:

Office discipline referrals

Surveys

Grades

Attendance

Presentations of learning

Behavioral Statement of Purpose

In encouraging our students to be Safe, Respectful, and Responsible, we are providing our citizen-scholars with the skills to become leaders in their communities.

Teaching Positive Behaviors

Through a combination of lesson plans, assemblies, defined and operationalized behavior expectations, students will be taught the necessary tools needed to be successful in school. All staff will work together to ensure students know the appropriate way to behave in all school and community environments in order to prevent problem behaviors from occurring.

Guiding Expectations:

1. Be Safe
2. Be Respectful
3. Be Responsible

YPICS promotes school wide positive behavioral expectations.

Conduct Code Procedures

Problem behaviors are operationally defined AND can be found in the Disciplinary Code. YPICS distinguishes between minor and major behaviors as follows:

Minor behaviors are incidents in which the student engages in brief, low intensity, and/or situationally inappropriate behaviors that can be managed by the classroom teacher and do not warrant an office discipline referral. These behaviors generally affect the student only and do not significantly affect the learning of other students.

Major behaviors are incidents that interfere with on-going education of others, threatens safety, harmful or illegal acts, and/or is of a severity requiring more extended intervention (e.g. more than 1 min).

When expectations are not met, clear, consistent and predictable consequences are used to achieve the following functions:

- Prevent a problem behavior from being rewarded
- Prevent a problem behavior from escalating
- Prevent a problem behavior from interrupting instruction for others
- Provide a teaching opportunity
- Redirection of problem behavior

For the complete terms and definitions of all minor and major behaviors, as well as the possible consequences for those behaviors, please refer to the Disciplinary Code.

Responses to Minor Behaviors (Teacher/Staff Managed)

The following consequences will be used by classroom teachers and staff for minor behaviors in a progressive manner.

Verbal/Visual Warning

Students are given a verbal or visual reminder to redirect the problem behavior and demonstrate safe, responsible and respectful behaviors.

Behavior Reflection

If problem behavior continues, the student may be required to complete a behavior reflection in which they have the opportunity to reflect on their behavior and make the necessary corrections. Students are required to show their behavior reflection to their parents and bring back the signed reflection on the following school day.

Parent/Guardian Communication

Teachers/Staff will communicate with parents /guardians via telephone, email, text or in person if the problem behavior continues. The purpose of this communication is to inform the student's parents/guardians about the ongoing problem behavior, and together find a solution to the issue so that the problem behavior does not reoccur.

Make Up Time

Make up time is given to students to allow instruction to continue in the classroom with minimal interruption as well as give students the opportunity to make up instructional minutes lost. If students are assigned make up time, they will be given 15 minutes to eat during lunchtime and 5 minutes to eat during nutrition time. Any student who does not follow the expected rules during make-up time may be given additional make-up time during or after school.

Office Discipline Referral

Referrals are issued to students who have reached a level of behavior that warrants their removal from the classroom or yard for additional office managed behavioral interventions.

Response to Major Behaviors (Office Managed)

The following consequences may be assigned by school administrators for major behaviors based on the severity of the particular behavior and the student's disciplinary history. The school site Lead Administrator may recommend disciplinary action for misconduct that occurred on or off school grounds; going to or returning from school or a school sponsored activity.

After School Detention

After school detention is issued by an administrator to a student who has broken a school or classroom rule. Date and time of detention time will be decided by school administrator. A minimum of one day written notification notice will be given prior to the serving date to allow for parent/guardian notification. Parents/guardians are responsible for student transportation. Failure of a student to serve after school detention, or inappropriate behavior during after school detention will result in progressive disciplinary consequences.

Classroom Suspension

California law allows classroom teachers to suspend students from the classroom for the day of the suspension and the day following. The student will be under supervision of appropriate staff at the school site during their classroom suspension. As soon as possible, the teacher shall ask the parent/guardian to attend a parent-teacher conference regarding the suspension.

Required Parent/Guardian Accompaniment

Teachers are authorized to require the parent/guardian of a student who has been suspended by a teacher to attend a portion of a school day in the classroom of his or her student. The teacher will take into account reasonable factors that may prevent the parent/guardian from accompanying the student. The attendance of the parent/guardian shall be limited to the class from which the student was suspended.

In-School Suspension

In-school suspensions may be issued based on the severity of a particular behavior, or a student's disciplinary history. In-school suspensions are issued by school administrations after review of the warranting incident. Parents/guardians will be contacted by telephone and/or an in-school suspension form sent home for parents/guardians to sign and return to the school. Students are placed in the administrator's office to complete classroom assignments. Students eat lunch and spend their recess in the office. Students who are disruptive during in-school suspension and/or fail to complete assigned work may additional disciplinary consequences.

Out-of-School Suspension

Suspension refers to removal of a student from ongoing instruction for adjustment purposes. Out-of-school suspensions are given to student who break the California Education code and thereby creating an unsafe learning environment. Suspensions can range from one to five days and will include instructional support. Parents/guardians will be required to attend an in person meeting with school administration and will be given a formal notice of suspension. Upon return from an out-of-school suspension, the student and parent/guardian will be required to meet with school administration prior to readmittance into the classroom. Additional supports will be put in place in order to ensure that the student's behavior which warranted the out-of-school suspension does not reoccur.

(K) Hate Crime Reporting Procedures and Policies

The YPICS Discipline Code is followed.

(J) Procedures to Prepare for Active Shooters

The School Uses its Lock Down- No Response procedures and drills.

Procedures for Preventing Acts of Bullying and Cyber-bullying

YPICS is committed to providing a safe learning and working environment. We will not tolerate bullying or any behavior that infringes on the safety or well-being of students, employees, or any other persons within the YPICS jurisdiction; and will not tolerate retaliation in any form when bullying has been reported.

YPICS defines bullying behavior as: the intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering to another individual or group of individuals when there is an imbalance of real or perceived power. Such action creates an objectively hostile or offensive environment for the target and causes or is likely to cause negative and harmful conditions for the target.

Bullying behaviors may include, but are not limited to, the following:

- Verbal: Hurtful name-calling, teasing, gossiping, making threats, making rude noises, or spreading hurtful rumors.
- Nonverbal: Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images, or exhibiting inappropriate and/or threatening gestures or actions.
- Physical: Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling, fighting, beating, biting, spitting, or destroying property.
- Emotional (Psychological): Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.
- Cyberbullying: Sending insulting or threatening messages by phone, email, web sites or any other electronic or written communication.

Administrators and staff are responsible for creating an environment where the entire school community understands that bullying behavior is inappropriate and will not be tolerated while in school, at school-related events, and traveling to and from school. YPICS policy requires that all schools and all personnel promote an environment of mutual respect, tolerance, and acceptance among students and staff. Students must also take responsibility for helping to create a safe environment.

For assistance with issues regarding bullying, please contact your school site administration.

Opioid Prevention and Life-Saving Response Procedures

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered per the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the YPICS Executive Administrator or designee shall develop protocols that shall include options for allowing parents/guardians to administer medication to their child at school, designate other individuals to do so on their behalf, and, with the student's authorized health care provider's approval, request YPICS' permission for the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented to preserve campus security, minimize instructional interruptions, and promote student safety and privacy.

The Executive Administrator or designee shall make epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

The Executive Administrator or designee or any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Executive Administrator or designee shall train and distribute Narcan Kits to YPICS school staff and replace if used or expired.

Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the YPICS Governing Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Executive Administrator or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable, and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students following the law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Executive Administrator or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. Subdivision (b) of Section 1799.102 of the Health and Safety Code: No person who in good faith, and not for compensation, renders emergency medical or nonmedical care at the scene of an emergency shall be liable for any civil damages resulting from any act or omission. "Good Samaritan" provisions, which encourage bystanders to administer naloxone and to summon emergency responders in a timely manner, without fear of arrest or other negative legal consequences.

The Executive Administrator or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

Response Procedures for Dangerous, Violent, or Unlawful Activities

Ensuring the safety and well-being of everyone involved is paramount when dealing with dangerous, violent, or unlawful activities.

Immediate Actions:

Prioritize safety: Ensure your own safety and the safety of others by removing yourself or others from immediate danger if possible. Call emergency services (police, fire department, etc.) if necessary.

Assess the situation: Gather information about the nature of the threat, potential number of people involved, and any ongoing actions. Do not put yourself at risk to gather information.

Alert authorities: Notify the appropriate authorities based on the nature of the threat. This may include security personnel, school administration, building management, or law enforcement.

Secure the area: If possible and safe to do so, try to contain the situation by locking doors, securing entrances, or restricting access to the area.

Follow emergency protocols: If your organization has established emergency response plans, follow them step-by-step. These plans may include evacuation procedures, lockdown procedures, communication protocols, etc.

Safety Plan Review, Evaluation and Amendment Procedures

Regular Review: Annual review by the YPICS Board ensures the plan remains current and addresses evolving needs.

Drill Selection: Selecting specific (Fire, lockdown, earthquake, etc) drills monthly allows for focused practice and avoids overwhelming participants.

Leadership Involvement: Reviewing drills before practice and taking notes during them demonstrates commitment and provides valuable feedback.

Collaborative Improvement: Discussing feedback with leadership and teachers ensures all viewpoints are considered and leads to effective updates.

Documentation: Using notes to update the plan annually helps maintain its accuracy and usefulness.

Communication: staff, students, and families are informed about upcoming drills and their results through a weekly newsletter.

Post-drill debriefings are held after drills to discuss their effectiveness and address any concerns.

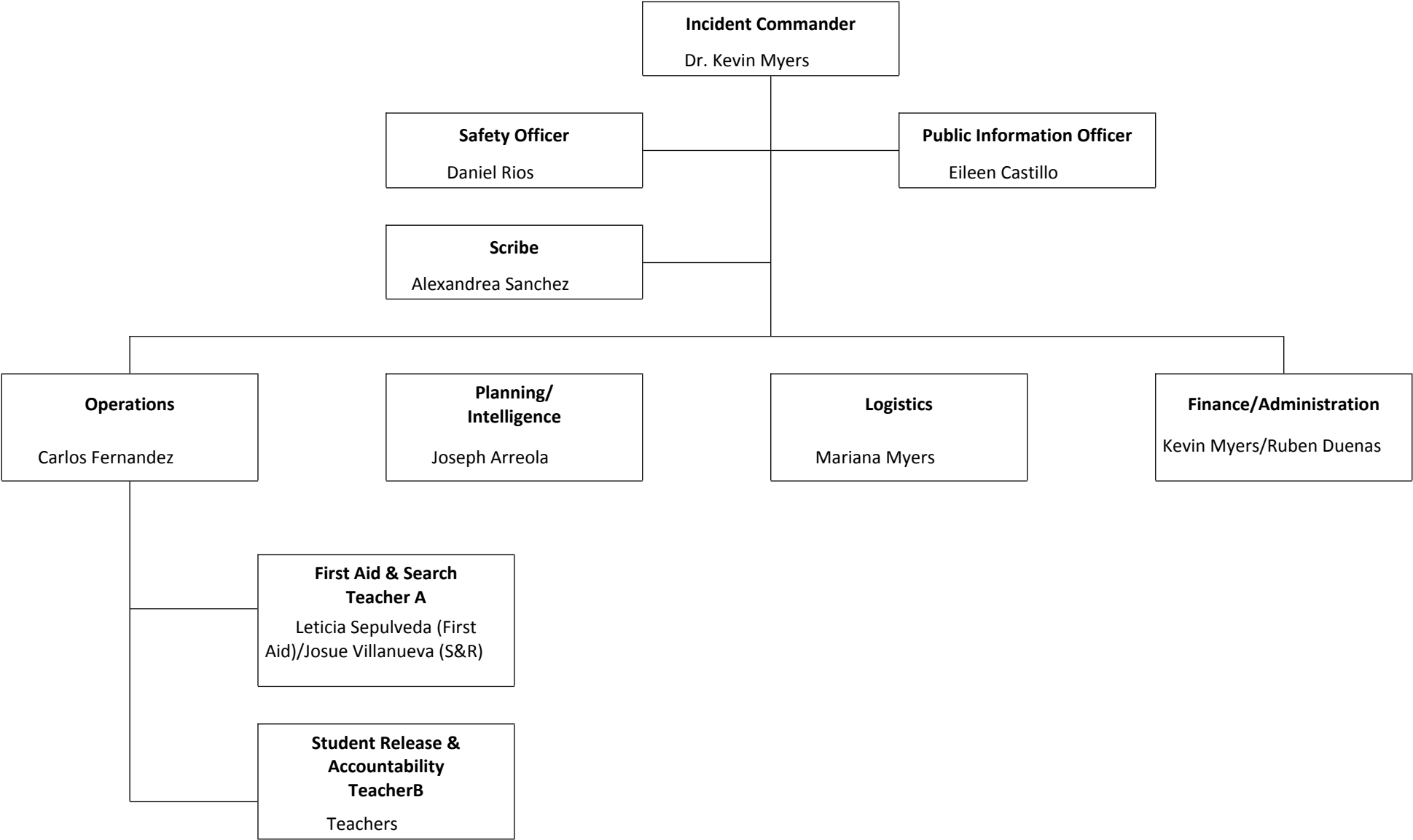
Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	LAPD	911	
Public Utilities	LA Department of Public Works	626-458-5100	Water Emergencies
Public Utilities	LADWP	8003425397	Cust. Service and Emergencies
Public Utilities	Gas company	800-773-2767	
Public Utilities	Water and Sewer	800-773-2489	
American National Red Cross	Red Cross	213-739-5200	
City Services	LA County Health Department	888-700-9995	
City Services	LA Animal Shelter and Animal Issues	888-452-7381	
Local Hospitals	Hospitals	818-375-2000	

Bert Corona Charter School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property.

1. The Executive Administrator or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the SECURITY/UTILITIES TEAM will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section on Biochemical/Hazardous Material).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Chief of Operations and/or School Operations Coordinator of the incident.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify Cal OES if it is a fuel or chemical spill and whether there has been building or site damage.
10. The SCHOOL SITE CRISIS TEAM will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident using the organization's required forms.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Animal Disturbance

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

Animal Disturbance Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, LA Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via the automated communications platform, if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report documenting the event.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Armed Assault on Campus

Biological or Chemical Release

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

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

? Multiple victims suffering from watery eyes

? Twitching

? Choking

? Loss of coordination

? Trouble breathing

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

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

Substance Released Inside a Room or Building Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, and the California Office of Environmental Health and Safety (Cal OES) at (800) 852-7550 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Chief of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via the automated communications platform.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to complete an Incident Report to document the event.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, and the Cal Office of Environmental Health and Safety (Cal OES) at (800) 852-7550 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via the automated communications platform.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report to document the event.

8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Shelter in Place procedures.
3. The Incident Commander will call the California Office of Environmental Health and Safety (Cal OES) and will provide information on the nature of emergency.
4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Bomb Threat/ Threat Of violence

Explosive Device Threat and Suspicious Package

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

Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
 - ? Nature of threat on phone line
 - ? Name of school
 - ? Phone number of line receiving threat
 - ? Name and contact information of staff member
2. The person answering the threat call should immediately inform the Executive Administrator, and then use the EXPLOSIVE DEVICE THREAT FORM to gather and record information about the call. Explosive Device Threat Form Questions include:
 - ? Where is the explosive device (building, location)?
 - ? When is it going to explode?
 - ? What kind of explosive device is it? What does it look like?
 - ? Who set the explosive device? Why was the explosive device set?
 - ? What can we do for you to keep the explosive device from exploding?
 - ? What is your name?
 - ? How old are you?
 - ? Where do you live?
 - ? How can you be contacted?

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

? Caller Characteristics:

- o Gender
- o Age
- o Accent

- o Slurred/impaired speech
- o Recorded/disguised voice o Familiarity
- o Irrational/incoherent
- ? Background Noise:
- o Traffic
- o PA System
- o Typing
- o Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls 911 who will advise the school. The Incident Commander, in consultation with law enforcement, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via the automated communications platform.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report.
9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.
11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.

Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the Executive Administrator or designee should be immediately alerted.
2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Blackboard Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.

12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report.

Disorderly Conduct

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

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or law enforcement.
2. Staff will immediately notify the Executive Administrator or designee.
3. The Executive administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call the Chief Operations Officer (COO) and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via the automated communications platform, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Earthquake

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

Earthquake during School Hours Procedures

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

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.

7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
11. The Incident Commander will contact the Chief Operations Officer (COO) and/or Operations Coordinator to determine additional actions that may be necessary.
12. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the Chief Operations Officer.
13. The Incident Commander will contact the COO to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an Incident Report.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

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

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the Chief Operations Office (COO) that you are on campus before beginning a site assessment.

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

Explosion or Risk Of Explosion

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

Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will call Cal OES to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via the automated communications platform.

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

Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via the automated communications platform.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to Chief Operations Officer (COO).
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Explosion or Risk of Explosion in Surrounding Area Procedures

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.

5. The Incident Commander will notify and update parents via the automated communications platform.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.

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

Fire in Surrounding Area

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

Fire in Surrounding Area Procedures

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

1. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems.

7. The Incident Commander will notify the Chief Operations Officer (COO) and/or Operations Coordinator of the incident.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify Chief Operations Officer (COO) of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The Incident Commander or Chief Operations Officer (COO) will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
14. If needed, the Logistics Team Leader will notify the Chief Operations Officer (COO) to request support for buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

Fire on School Grounds

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

Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

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

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

Loss or Failure Of Utilities

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

General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to section on Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Chief Operations Officer (COO) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. The Incident Commander or designee, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via the automated communications platform.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or another authorized user to open an Incident Report on the event.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

Loss of Water Supply Procedures

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

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush." Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs. Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies. If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.
2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.
3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school. If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption.

4. Fire Suppression - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department must be notified. Logs must be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

? Los Angeles City Fire Department (Valley) (818) 728-9922

? Los Angeles City Fire Department (Los Angeles) (213) 978-3800

? Los Angeles County Fire Department (323) 881-2455

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

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

Loss of Power Procedures

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

1. Lights - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

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

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

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

2. Students on Ventilators - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live.

3. Fire Alarms and Suppression Systems - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

The fire department and the Chief Operations Officer (COO) must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

? Los Angeles City Fire Department (Valley) (818) 728-9922

? Los Angeles City Fire Department (Los Angeles) (213) 978-3800

? Los Angeles County Fire Department (323) 881-2455

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

4. Food Service - The food service staff or vendor may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch or other meals provided at school, immediately contact your Operations Coordinator. In a prolonged power outage, specific provisions must be made to provide student meals.

Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back up methods of communicating must be identified for each system in case a system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to always send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the chances that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication. During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Additional considerations for communications methods:

1. Phone Systems - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as "essential service lines" and will be restored first.

If a school must relocate off campus during an emergency, it can forward the main school number to an administrator's cell phone if possible. This will allow the school to still receive incoming calls from the school's landline phone.

Some schools may have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

2. School Two-Way Radios - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but unlikely. The radios will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school's emergency equipment.

Plan for a Loss of Water:

Toilets: There are chemical toilets available.

Drinking Water: Alternative drinking water is available, needs chlorine and tube.

Food Service: There are food supplies for approximately three days.

Fire Suppression System (if applicable): Fire extinguishers are available.

Plan for a Loss of Electricity:

Ventilation: Flashlights and emergency lighting is available in storage sheds. Electric Lights: We have a working generator to use in absence of electricity.

Plan for a Loss of Natural Gas:

Food Service: Food provided will not need to be cooked.

Plan for a Loss of Communication:

Telephone Service: There is an ample amount of staff that carry cell phones for use including the administrative team.

Intercom: The Public Announcement System and the automated communications platform will be used during and after an emergency

Motor Vehicle Crash

This procedure addresses a motor vehicle crash on or near school property.

1. The Executive Administrator or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.

2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

4. The Incident Commander will call 911 and provide the exact location (e.g., building or area) and nature of emergency.

5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section on Biochemical/Hazardous Material).
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Chief of Operations and/or School Operations Coordinator of the incident.
9. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify Cal OES if it is a fuel or chemical spill and whether there has been building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via the automated communications platform.
13. The Incident Commander will direct the Planning and Intelligence Team Leader to document the incident using the organization's required forms.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Pandemic

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then spreads easily person-to-person worldwide. A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school.

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

During Public Health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that Public Health emergencies can create a great deal of anxiety and misinformation. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, the automated communications platform, official YPICS social media, virtual town halls, or other forums.

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

- ? Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department's Health Officer.
- ? Brochures, infographics, and other informational materials.
- ? Frequently Asked Questions (FAQs).
- ? School webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Additional Considerations

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

Health Education Messages. Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

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

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

- ? Collection and submission of data on the numbers of students who are ill with a given disease.

- ? Visitation by LACDPH, which may visit schools to observe the implementation of Health Officer Orders and guidelines.

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

Unlawful Demonstration or Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school. Information is available in BUL-6320.2 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the Executive Administrator.
2. The Executive Administrator or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate emergency function, which may include a modified Lockdown.
3. The Incident Commander will notify the Chief Operations Officer (COO), and if necessary, local law enforcement to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Operations Coordinator of the incident.

Emergency Evacuation Map